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ABSTRACT

Pursuant to the July 1979 Remedial Order of the Federal District Court, this document represents the Cleveland Board of Education Administrative Regulations for the desegregation of the Cleveland school system. Seventeen areas are covered by the regulations: transportation, student assignments, safety and security, community relations, student training, magnet schools, reading skills, counseling and career guidance, student discipline, standardized testing, ability grouping, extracurricular activities, school closings and facility usage, staff assignments, use of experts, staff training, and cooperation with universities, businesses and cultural institutions. For each area, goals, required actions, roles and responsibilities of affected staff, criteria for effectiveness, minimum standards, time frames, and guidelines are covered. (Author/GC)

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CLEVELAND PUBLIC SCHOOLS

ADMINISTRATIVE REGULATIONS

Department of Desegregation Implementation

Pursuant to the July 13, 1979 Remedial Order of the Federal District Court, this document represents the Cleveland Board of Education Administrative Regulations, Department of Desegregation Implementation. The document embodies the following: Goals, Required Actions, Roles and Responsibilities of Affected Staff, Criteria for Effectiveness, Minimum Standards, Time Frames, and Guidelines for the 17 Status Report sections mandated by the Court.

Edited by

Dr. Margaret Fleming
Deputy Superintendent
Department of Desegregation
Implementation

Approved

Cleveland Board of Education

January 14, 1980

UD020730

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Administrative Regulations

Department of Desegregation Implementation

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SECTION A. TRANSPORTATION

I. GOALS

The provision for safe transportation of students to and from school has become a vital concern of the Cleveland Public School System. The provision of transportation is essential to guaranteeing quality education in a desegregated setting.

In an effort to operate the transportation system in a safe and efficient manner, the Cleveland Public Schools will:

A. Provide adequate, safe, and effective transportation to implement the Remedial Order of the United States District Court

B. Provide the required staff and staff training

C. Maintain appropriate vehicles and support systems for these vehicles

D. Disseminate information to parents, students, and staff related to transportation policies and student conduct on buses

II. REQUIRED ACTIONS

A. Purchase the necessary vehicles which meet or exceed the Ohio School Bus Minimum Standards

B. Provide adequate maintenance and storage facilities for all vehicles

C. Hire and train drivers and transportation staff

D. Conduct annual safety workshops for transportation personnel

E. Coordinate transportation services with other school district departments and with other divisions of the Department of Desegregation Implementation

F. Administer the transportation policies and procedures relating to student conduct on buses

G. Maintain records pertaining to costs, equipment, and personnel

III. ROLES AND RESPONSIBILITIES

A. Deputy Superintendent, Department of Desegregation Implementation:

1. Provides leadership in matters relating to transportation
2. Allocates resources necessary to operate the transportation system
3. Prepares transportation status reports

4. Identifies administrator to conduct assessment process for the transportation component

B. Director of Transportation:

1. Administers and supervises overall operation
2. Recommends regulations for facilitation of transportation procedures
3. Provides leadership for staff training
4. Supervises reporting process

C. Executive Assistant:

1. Oversees operation of the system
2. Assists in training of drivers
3. Assists in routing of buses
4. Orders necessary vehicle parts and supplies

D. Principal:

1. Oversees operation of transportation program in school
2. Administers code of student responsibilities related to school bus conduct
3. Appoints transportation coordinator for school
4. Supervises preparation of appropriate transportation records

E. Transportation Coordinator:

1. Assumes responsibility for all daily transportation functions within the school building
2. Acts as liaison with pupil, bus driver, security aide, and the Division of Student Logistics
3. Supervises bus loading and unloading
4. Maintains accurate records of pupil behavior, transportation reports, and daily arrival and departure times
5. Coordinates bus safety programs in the school
6. Assists with bus evacuation drills

7. Coordinates field trip and extracurricular transportation
8. Works with Division of Student Logistics on route change procedures
9. Reports to principal on transportation matters

F. Staff Assistant:

1. Maintains payroll
2. Keeps records for expenditures and repairs
3. Keeps maintenance records

G. Dispatcher:

1. Dispatches all vehicles
2. Performs other duties as assigned by executive assistant

H. Driver:

1. Has responsibility for safe operation of vehicles
2. Performs duties as assigned by executive assistant

I. Mechanic:

1. Provides day-to-day maintenance and repair of transportation vehicles
2. Performs other assigned duties

J. Mechanic's Helper:

1. Assists mechanics in maintenance and repair of vehicles
2. Performs other duties assigned by mechanics

K. Road Supervisor:

1. Monitors the buses on the road
2. Assists with pre-operation check-list at the bus terminal
3. Monitors bus drivers' speed and conduct

IV. CRITERIA FOR EFFECTIVENESS

A. All vehicles will meet state minimum standards.

B. All drivers will be properly trained and licensed.

C. The transportation system will be operated in a safe manner as indicated by an accident rate of less than seven per 100,000 miles driven.

D. The buses will be operated in a secure manner as indicated by an incident rate of less than five per day.

E. Each vehicle will be utilized to the maximum extent possible. Use will exceed six hours per day per bus.

F. Vehicles will be maintained in a timely manner with an average downtime of less than one day.

V. MINIMUM STANDARDS

A. The minimum standards for school bus construction are governed by Chapter 3301-87 of the Ohio Revised Code which defines general provisions, chassis standards, body standards, modifications based on seating capacity, requirements for buses used to transport handicapped children, seating capacities, chassis options, and body options.

B. School bus operation is governed by Chapter 3301-83 of the Ohio Revised Code which defines the role of the superintendent, the role of the school board, the role of the transportation administrator, driver qualifications, operations and driving procedures, pupil behavior, accident reporting, loading and unloading, bus stops, pupil load, non-routine use of buses, and general regulations.

C. Operation of the communications system is governed by the Communications Act of 1934 which defines standards and regulations for the construction, licensing, and operation of radio equipment.

D. Fuel storage is controlled by Sections 383.19 to 383.28 of the City Code which pertain to standards and regulations for underground fuel storage.

VI. TIME FRAME (See Page A-7)

VII. GUIDELINES

A. The Cleveland Public Schools will furnish school bus transportation to elementary and secondary school students in the implementation of desegregation in accordance with the Court-approved desegregation plan.

B. All regulations governing pupil transportation shall be in accordance with the "Ohio School Bus Operation Regulations" issued by the Ohio Department of Education and Ohio State Highway Patrol, Department of Highway Safety, and in accordance with state law.

C. The Cleveland School District will operate its own fleet of school buses. In certain instances, students in "isolated" areas and certain special education students will be transported by conveyance other than the school district buses.

D. The district transportation program for desegregation implementation will be under direction of the transportation director who is responsible to the Deputy Superintendent, Desegregation Implementation.

E. The Cleveland School District seeks to provide a safe, efficient, and economical method of getting students to and from school. It is desired that transportation be scheduled in a way that the best educational interests of the students can be served.

F. As authorized by the Board of Education, the student identification card can be utilized as a prerequisite to riding a school bus for desegregation implementation. Such procedures are to be established by the Deputy Superintendent, Desegregation Implementation, in collaboration with the appropriate administrators.

G. State of Ohio law requires that a school district provide transportation for resident elementary students, kindergarten through grade 8, who live more than two miles from school and for those with physical or mental disabilities that make walking impossible or unsafe. An exception to this policy may be made where, in the judgment of the Board, walking conditions to the particular school are extremely hazardous.

H. Bus routes, schedules, and stops will be developed by the Division of Logistics with collaboration of the Division of Safety and Security and the Division of Transportation. The latter divisions will address the concerns of safety and feasibility.

I. Bus scheduling and routing will be done to achieve maximum service with a minimum fleet of buses consistent with rendering reasonably equal service to all students. Each route will seek to serve the largest number of students and to achieve the full carrying capacity for each bus trip. Bus stops will be located at convenient intervals in places where students may board and get off, cross streets, and await arrival of buses with the utmost safety permitted by highway conditions. Insofar as educational requirements permit, school schedules may be adjusted to allow maximum use of each bus.

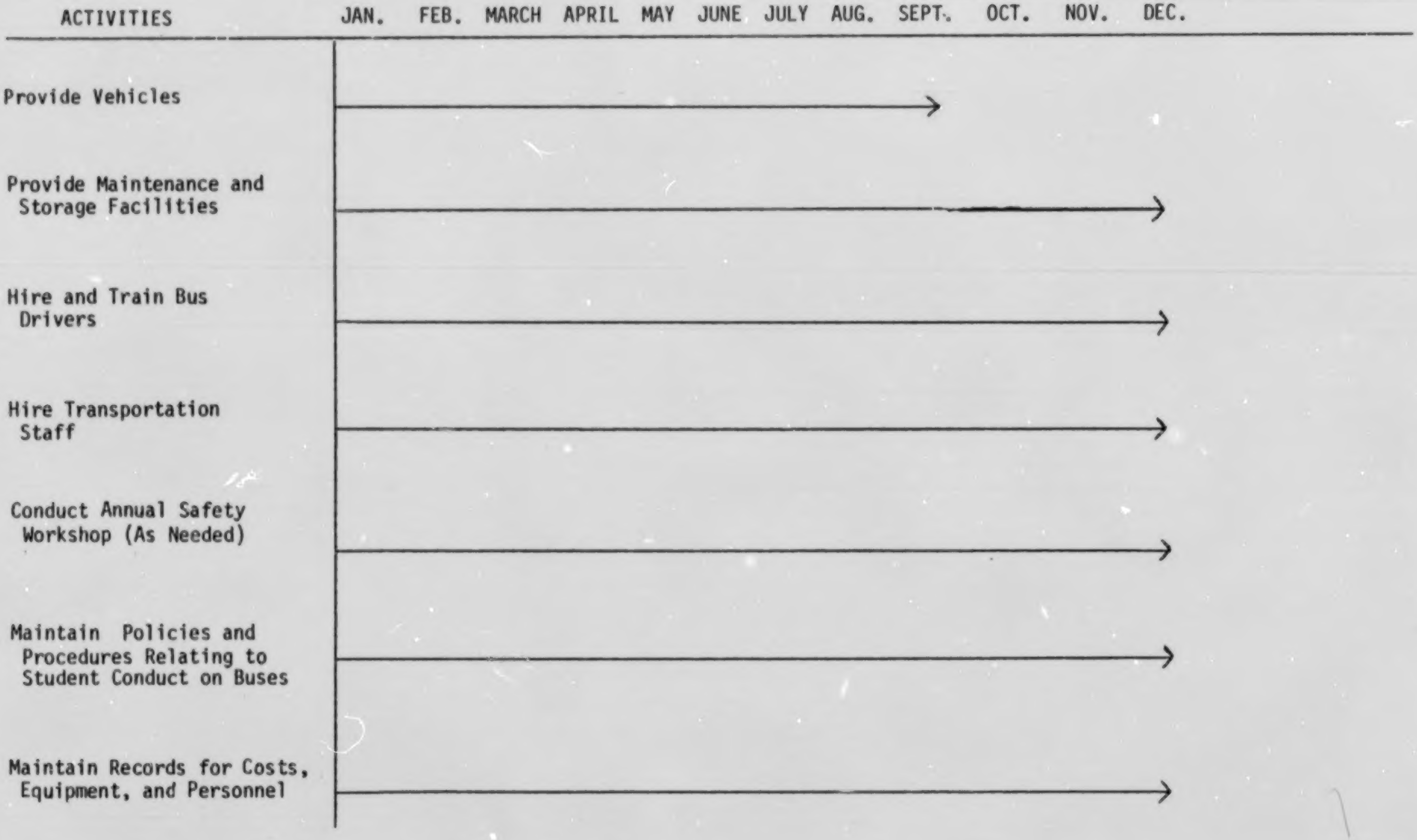
J. The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. The transportation program will meet all state requirements regarding the approval of bus drivers, standards for buses, and safe speeds. Emergency evacuation drills will be conducted regularly throughout the school year to acquaint student riders with procedures in emergency situations. All buses will be maintained in such condition as to provide safe and efficient transportation service with a minimum of delays and disruption of service because of mechanical or equipment failure.

K. Students on a bus are under the authority of, and directly responsible to, the bus driver and security aide. The driver and aide have the authority to enforce the established regulations for bus conduct. Students will conduct themselves on the buses as they should in a classroom. Disorderly conduct or refusal to submit to the authority of the driver and aide will be sufficient reason for refusing transportation service to any student. When the driver and aide are unable to solve the problem, they will report the problem to the transportation coordinator. Then, the coordinator, driver, and aide will confer with the principal. The disciplinary disposition of the case will be made by the principal of the school. Cases that cannot be solved will be refer ferred to the directing principal, Pupil Personnel Services.

L. The principal of the school to which the bus is assigned will direct a program of information about the school transportation program and the responsibilities of students in using school transportation services. The principal will supervise the enforcement of the conduct code on the buses and will communicate with students' parents in these matters. Once a student boards the bus, the student becomes the responsibility of the school district. This responsibility will end when the child is delivered to the regular bus stop at the close of the school day.

M. The use of buses for before-school, after-school, and extracurricular activities will be scheduled by the Division of Logistics upon request of the schools involved utilizing the procedures prescribed.

VI. TIMEFRAME



TRANSPORTATION ADDENDUM

III. ROLES AND RESPONSIBILITIES

L. Division of Student Logistics Staff

1. Identifies and maintains all routes including the street and stop network.
2. Determines vehicular scheduling for all buses used for desegregation.
3. Issues student transportation assignments.
4. Maintains centralized records of transactions.
5. Prepares statistical reports on vehicular usage.
6. Assigns extra-curricular and extra buses as requested by building administrators.
7. Prepares and revises the transportation coordinator's manual.
8. Proposes and reports ridership.

IV. CRITERIA FOR EFFECTIVENESS

G. At least 95% of a random sample of student transportation assignments will be accurately executed consistent with transportation guidelines.

H. At least 95% of a random sample of selected parents will concur that their child was accurately assigned to the bus stop nearest their residence.

I. At least 90% of all students being transported will walk ¼ of a mile or less to their stop.

J. At least 85% of all bus routes will require 45 minutes or less to complete under normal conditions.

K. At least 95% of building administrators will concur that extra-curricular and extra use buses have been responded to as requested.

SECTION B. STUDENT ASSIGNMENTS

I. GOALS

The Cleveland Public School System will develop a Court-approved desegregative student assignment plan which will:

A. Ensure the equitable assignment of all students to all schools and programs, including provisions for students requiring special educational services such as Lau, Major Work, special education, and other programs (The student assignment plan will contain an exception policy to respond to unique circumstances)

B. Disseminate the approved student assignment plan to all segments of the Cleveland community to ensure that all parents, students, and other community members are informed of the assignment of students to schools in the system

C. Give all parents and students the opportunity to select assignment preferences from lists of schools and vocational programs for which they are eligible

D. Assign students in a desegregative setting to all schools and programs which will follow in an objective manner with consideration to parental preferences in various programmatic areas:

  1. Students identified as eligible for Lau, Major Work, or special education services will be assigned to schools consistent with pre-defined Court-approved feeder patterns

  2. Students will be assigned to magnet schools/vocational programs with consideration given to parental preference in a random order based on seat availability consistent with desegregative guidelines

  3. All students not assigned under the two conditions defined above will be assigned to schools based on grade and residence utilizing pre-determined Court-approved feeder patterns

E. Base all assignments inconsistent with the above with a Court-approved exception policy (Such exceptions will be approved by the Deputy Superintendent, Desegregation Implementation, in accordance with the policy, and thereafter are executed by the Division of Student Logistics)

II. REQUIRED ACTIONS

A. Prepare student assignments that will include the assignment of every student in the Cleveland Public School System

  1. Provide the necessary budget, staff, materials, and facilities needed to implement the assignment policy

   2. Prepare procedures for assigning students identified as eligible for Lau, Major Work, or special education services

   3. Prepare procedures for students who will be assigned to magnet schools/vocational programs

   4. Develop procedures for students not identified as eligible for special educational services or assigned to magnet/vocational programs

B. Prepare a plan for the dissemination of information consistent with, and descriptive of, the student assignment policy

   1. Define the roles and responsibilities of departments and staff

   2. Provide the necessary budget, staff, materials, and facilities

   3. Establish appropriate time lines

   4. Develop informational materials which describe the desegregative student plan

   5. Effectively distribute all information to segments of the Cleveland community including staff, students, parents, and other community members

C. Prepare necessary data bases and automated support to secure the successful continuous implementation of the desegregation process

D. Prepare an exception policy consistent with Court-approved desegregative guidelines for students encompassing unique situations and circumstances

III. ROLES AND RESPONSIBILITIES OF AFFECTED STAFF

A. Deputy Superintendent, Desegregation Implementation:

   1. Provides leadership to achieve the desegregation of the Cleveland Public School System

   2. Secures and reviews the allocation of necessary resources to achieve the desegregation of the Cleveland Public School System

   3. Prepares status reports which document completion of essential tasks mandated by the Remedial Order

   4. Secures and reviews recommendations pertaining to student assignments

B. Division of Student Logistics Staff:

   1. Prepares all student assignments and documents according to the Court-approved plan

2. Issues student assignments
3. Registers new students, grades 1-12
4. Maintains centralized records of transactions
5. Informs schools and departments of assignments
6. Executes transfers, based upon exceptions, programmatic offerings, and changes of address

C. Principal:

1. Disseminates desegregation assignment policies and procedures to the community
2. Maintains accurate student records
3. Monitors student assignments within individual school buildings and classrooms
4. Registers new kindergarten students

D. Division of Attendance Staff:

1. Verifies accuracy of student addresses at principal's request
2. Follows up on youth not attending schools
3. Submits to the Deputy Superintendent of Desegregation Implementation recommended action for each special/adjustment transfer request

E. Special Education Department (including Major Work/Honors) Supervisors:

1. Assess and identify students requiring special education and Major Work/honors services
2. Maintain accurate records of student assignments
3. Notify Division of Student Logistics of students requiring programmatic status changes

F. Lau Compliance Office Staff:

1. Assesses and identifies students requiring Lau services
2. Maintains accurate records of student assignments
3. Notifies Division of Student Logistics of students requiring programmatic status changes

IV. CRITERIA FOR EFFECTIVENESS

A. A total of 95% of a random sample of student assignments will be accurately executed in accordance with the Court-approved assignment plan.

B. A total of 95% of a random sample of selected parents will concur that their child was accurately assigned based on residence, grade, and/or special program.

C. A total of 95% of a random sample of parents will concur that they were informed of the desegregative assignment plan.

D. A total of 100% of a random sample of parents will concur that they were provided the opportunity to select assignment preferences for which their child was eligible.

E. A total of 100% of all students will be assigned to the highest ordered preference based on seat availability in a random manner where appropriate.

F. A total of 95% of the data on student master file for each school will accurately reflect student name, address, grade, race code, and programmatic code.

V. MINIMUM STANDARDS

A. The assignment plan will consist of an accounting of the assignment of every student in the Cleveland Public School System according to pre-determined Court-approved guidelines.

B. Information will be available and accessible to the public to ensure knowledge of the desegregative assignment plan.

VI. TIME FRAME

ACTIVITY	.Jan.	.Feb.	.Mar.	.April.	.May.	.June.
A. The Cleveland Public School System will develop a court-approved desegregative student assignment plan which will ensure the equitable assignment of all students to all schools and programs. The assignment plan will contain provisions for students requiring special educational services including Lau, Major Work, Special Education, and alternative programs. In addition, the student assignment plan will contain an exception policy to respond to unique circumstances.	→	→	→			
B. The approved student assignment plan will be disseminated to all segments of the Cleveland community to ensure that all parents, students and other community members are informed of the assignment of students to schools in the Cleveland Public School System.			→	→		
C. All parents and students will be given the opportunity to select assignment preferences from lists of schools and vocational programs for which they are eligible.				→	→	
D. Assignments of students in a desegregative setting to all schools and programs will follow in an objective manner with consideration to parental preferences.					→	→
E. Any exception to the above assignments will conform to provisions defined in a court approved exception policy.	FOLLOWING THE ASSIGNMENT PROCESS PARENTS WILL BE GIVEN THE OPPORTUNITY TO IMPLEMENT THE EXCEPTION POLICY.					

VII. GUIDELINES

A. The Cleveland Public School System will prepare materials for staff, students and parents which will include:

1. Explanation of the Student Residential Assignment Process (Feeder Patterns including maps and charts)

2. Description of each magnet school and vocational program including eligibility and assignment criteria

3. Special Transfer Policy

B. The assignment plan will ensure that all schools are within ±15% of the black/other ratio for the cluster population.

C. The assignment plan will ensure that magnet schools are within ±15% of the black/other ratio on a city-wide basis.

D. The assignment plan will ensure that vocational programs in more than one school are within ±15% of the black/other ratio for the cluster(s) population.

E. Assessment criteria will be constructed or applied as stipulated in state, Federal or local regulations to define eligibility for entrance to, and exit from, special educational programs.

F. All administrative staff will be informed of their responsibilities for the implementation of the desegregative assignment plan.

G. All staff will ensure that the desegregation assignment plan is implemented in an affirmative manner.

SECTION C. SAFETY AND SECURITY

I. GOALS

In pursuing the following identified goals, the Cleveland Public School System seeks to ensure a peaceful and orderly setting in which the desegregation process can take place. The system will:

A. Recruit and staff a Safety and Security Division capable of providing a peaceful and orderly setting in the Cleveland Public Schools

B. Implement pre-service and in-service staff training programs within the Division of Safety and Security which are interfaced with all other system-wide staff training activities

C. Implement plans and preventative programs that will deter disruption which affect the schools

D. Implement a mechanism for the full and impartial investigation and reporting of school-related incidents

E. Gain public confidence in the ability of the school system to provide a safe and secure learning environment

II. REQUIRED ACTIONS

A. Fill staff positions by posting openings, interviewing candidates, and conducting background investigations through the Cleveland Police Department.

B. Conduct pre-service and in-service training by identifying resources, materials, and personnel related to radio procedures, human relations, basic security functions, and first-aid. Identify areas covered in in-service training by evaluating effectiveness of pre-service training.

C. Prepare plans and preventative programs in the schools in coordination with school principals. Provide security in school, on buses, at bus storage facilities, and in the administration building. Establish a communication network capable of providing communications with field personnel, buses, and outside agencies. Establish an identification system for students, staff, and authorized school visitors. Establish links with local law enforcement agencies.

D. Report school-related incidents on standardized forms and enter into the data processing system for analysis.

E. Gain public confidence through the dissemination of information to the public by Security Advisory Councils, participation in community meetings, and public service announcements.

III. ROLES AND RESPONSIBILITIES OF AFFECTED STAFF

A. The Deputy Superintendent for Desegregation Implementation:

1. Provides leadership in the design of a security program
2. Provides funding and other resources for the development of the security program
3. Makes recommendations to the Superintendent and the Board of Education
4. Prepares status reports for submission to the Federal Court

B. Director of Safety and Security:

1. Directs and supervises all school security planning at all levels of the school system
2. Implements School Board policies as they pertain to security operations
3. Advises the Superintendent of Schools and other high-ranking school officials on security matters
4. Initiates programs that are designed to protect students, staff, and school property
5. Assigns and supervises all security personnel
6. Determines the standards to be used in the hiring of security personnel
7. Performs liaison responsibilities with local, state, and Federal law enforcement and fire prevention agencies
8. Provides for the maintenance of all security records
9. Acts as spokesman for the school system on all security matters as they affect the school system and the larger community
10. Supervises the preparation of reports for the Superintendent and the Board of Education
11. Provides security leadership during crisis periods
12. Serves on various school committees to ensure proper security input
13. Ensures proper training for all staff members
14. Sets the goals and objectives of the security program

15. Prepares, administers, and supervises the annual operating budget for the security program

16. Authorizes the request for police assistance during crises

C. Assistant Director of Safety and Security:

1. Provides direct supervision over the district supervisors and coordinator of field services

2. Reviews work of the district supervisors and coordinator of field services to ensure compliance with Board of Education policy governing the security program

3. Reviews investigator/counselors' case loads

4. Advises the director on security matters that need his attention

5. Provides on-site supervision of security resources during crisis periods

6. Maintains personnel records

7. Reviews security planning periodically to ensure that the plans are operable

8. Is a resource to schools that have unusual security needs

9. Reviews investigative reports for completeness and accuracy

10. Provides liaison contact with court systems to ensure compliance with court decisions that affect security investigations

11. Serves as acting director in the absence of director

D. Coordinator of Field Services:

1. Is responsible for all security office personnel assigned in the field

2. Provides direct supervision to district supervisors

3. Reviews case loads to ensure adequate assignment of personnel

4. Reviews all field personnel's annual evaluation reports

5. Serves as chairperson of Interview Committee for all position vacancies above the security aide classifications

6. Maintains personnel files for all security office personnel

7. Responds during crisis situations to site of incident and directs activities of security personnel

8. Makes staff assignments of investigator/counselors and security officers with the concurrence of the director and with the assistance and recommendations of the affected district supervisors

9. Performs such other duties as may be requested by the director

10. Provides assistance in the development, implementation, and evaluation of individual school safety and security plans

11. Serves as liaison with the local law enforcement agencies to ensure proper police response and follow-up investigations as needed

12. Advises director of all matters which are deemed important and which might reasonably affect the orderly operation of the security division

E. Coordinator Operations/Communications:

1. Provides supervision for all communication office staff, including dispatchers, telephone operators, and monitors

2. Interviews, screens, and recommends the selection of staff personnel utilized in the communications operation

3. Provides on-the-job training for all staff

4. Establishes work schedules, processes annual and sick leave requests

5. Selects and trains all part-time employees

6. Establishes and maintains daily telephone and radio logs

7. Provides information to the information specialists on all incidents which might reasonably be of interest to the news media

8. Provides liaison responsibility with the appropriate communications officers of the police, fire, emergency medical, civil defense, and other Federal agencies

9. Establishes and maintains daily logs which will reflect activity of the burglar alarm system currently monitored by contract agencies

10. Keeps current on all new communication and electronic surveillance equipment

11. Makes recommendations to director regarding improvements in the operation of the communication office

F. Coordinator of Internal Affairs:

1. Conducts sensitive investigations at the direction of the director
2. Provides photographic capabilities to this office
3. Conducts pre/post-employment investigations
4. Provides special security planning capabilities
5. Acts as liaison with police intelligence units: Federal, state, and local

G. District Supervisor:

1. Coordinates all safety and security activities in the geographic areas assigned by the coordinator of field services
2. Advises designated personnel (e.g., principals) on matters pertaining to the security and safety of students and all school personnel
3. Serves as leader of a District-Wide Safety Team at the direction of the coordinator of field services
4. Utilizes such professional techniques and approaches as necessary in order to ensure the safety and security of all school personnel
5. Assists in the development of training programs for members of his/her teams in coordination with senior staff
6. Assists in the deployment of security officers
7. Performs such assignments as directed by the coordinator of field services

H. Investigator/Counselor:

1. Conducts efficient, unbiased, and timely investigations
2. Is knowledgeable of system policies, codes, and regulations, as well as state, local, and Federal laws relating to human rights and responsibilities as applied to a desegregation setting
3. Assists in investigating incidents that are school related
4. Records and reports incidents according to Division of Safety and Security policies
5. Coordinates with assigned local police (state, Federal agent, etc.) in regard to jurisdictional concerns
6. Provides supervision for security officers as directed by the coordinators or district supervisors

7. Establishes and retains current file on the maintenance of all radio equipment owned by the Cleveland Public Schools

8. Assists in the deployment of security officers

9. Advises and makes recommendations for refinement of schools' safety and security plans as they are impacted by desegregation events

I. Security Officer:

1. Supports the principal and the investigator/counselors in establishing effective security measures

2. Confers with the principal, staff, and students for the purpose of increasing communication and inter-racial understanding

3. Observes and reports any potential problems in and around buildings

4. Identifies persons other than the students and staff within the school buildings; prevents interference or disruption with the educational and desegregation processes

5. Develops methods to prevent intrusion within a school building by outside unauthorized persons

6. Assists in protecting the rights of individuals and school property

7. Prevents racial and other disturbances

8. Acts as an integral and supportive member of the school staff

9. Assists in the supervision of pupil movement and of high priority areas before, during, and after school where a potential for desegregation-related problems exists

10. Notifies investigator/counselors of all serious acts of misconduct

J. Security Officer Dispatcher:

1. Logs FCC required transmission/receiving of messages communicated over two-way radio system

2. Monitors CCCTV security system

3. Maintains files of incidents and complaints as reported over two-way radio communications system

4. Dispatches field personnel via two-way radio as per direction of coordinator operations/communications or coordinator of field service

5. Maintains communications with fire, police, and emergency medical services as per direction of coordinator operations/ communications

6. Operates integral communication system with buses, field, and administrative supervisory personnel

K. Security Aide:

1. Observes and reports any potential problems that exist in and around buses

2. Reports all incidents in the appropriate fashion

3. Submits written safety and incident reports as required by the investigator/counselor

4. Assists in the supervision of loading areas before, during, and after school

5. Checks identification cards carried by students (if applicable) to ensure that only authorized individuals board buses

6. Takes attendance using driver's master roster

7. Disembarks at bus stops and assists students in crossing streets using the hand-held stop sign

8. Positions himself/herself in the rear of the bus while moving between stops

9. Assists the transportation coordinator in loading and unloading buses at schools

10. Assists the driver in implementing evacuation procedures in emergency situations

IV. CRITERIA FOR EFFECTIVENESS

A. All needed staff will be hired at least three weeks before schools are in session. All needed equipment will be in place three weeks before schools are in session.

B. At least 80 per cent of staff undergoing pre-service and in-service training will indicate that they understand their job responsibilities and have the background knowledge to perform adequately these responsibilities.

C. At least 80 per cent of sampled students and regular school staff will indicate that they feel adequate measures have been taken to ensure the safety and security of students while being transported and at school.

D. At least 80 per cent of sampled staff involved in the preparation of incident reports will indicate that they understand the reporting process and that the reports accurately reflect the incidents that were reported.

E. At least 80 per cent of a random sample of Cleveland residents will indicate an awareness of the system's security program and confidence that a safe and secure learning environment exists in the Cleveland Public Schools.

V. MINIMUM STANDARDS

A. At least one security officer will be assigned to each impacted elementary school; at least two security officers will be assigned to each impacted secondary school; one security aide will be assigned to each bus transporting students to and from impacted schools.

B. Each bus transporting students to and from an impacted school will be equipped with a two-way radio and a two-way radio will be in place in each impacted school. A fully operational communications center will be in place at the administration building.

C. All security staff will undergo at least 24 hours of pre-service training in radio procedures, human relations, basic security functions, and first-aid. All security staff will participate in at least one hour of in-service training every two weeks during employment.

D. An automated incident reporting system will generate system-wide incident reports at least monthly.

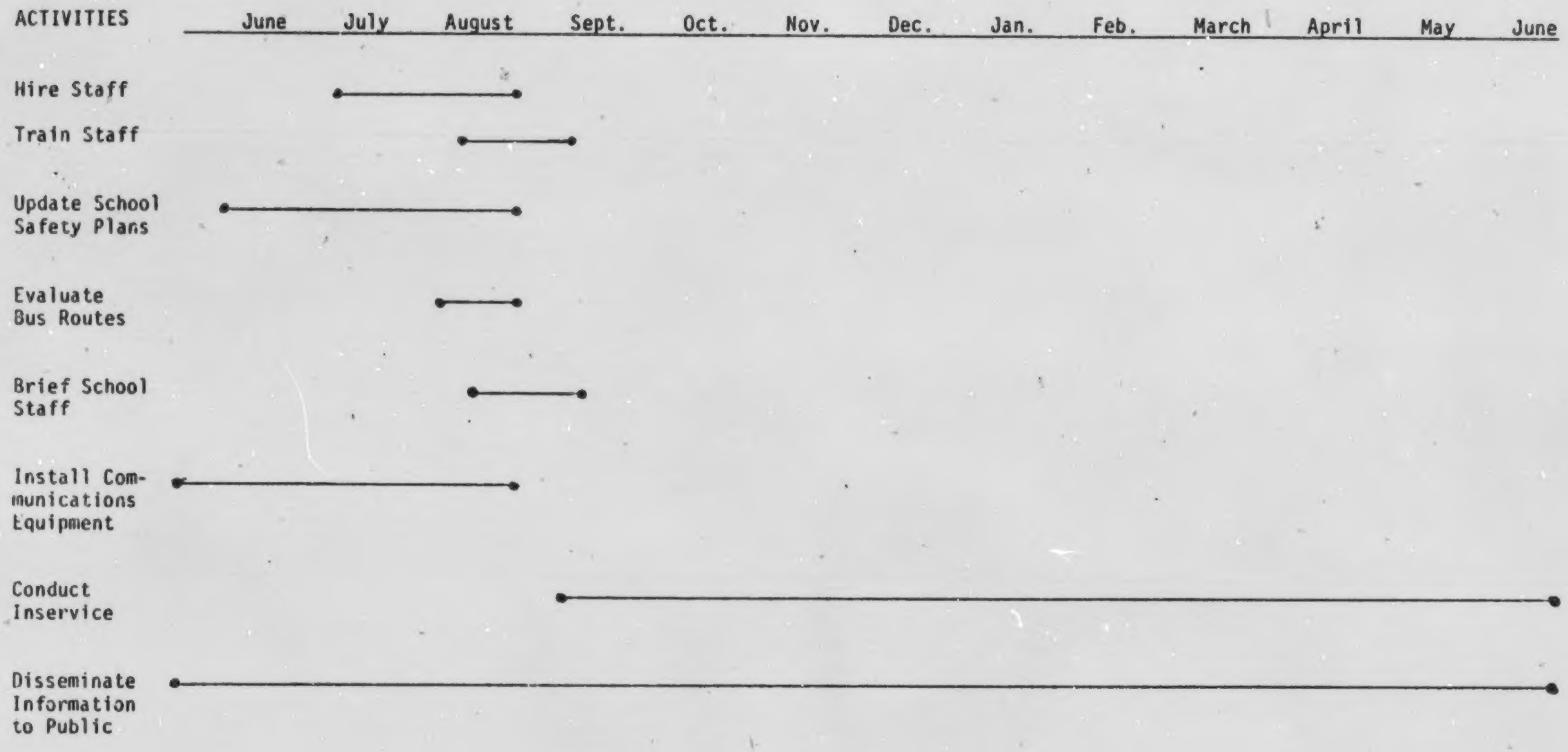
E. Written standard procedures for the Division of Safety and Security will be developed.

F. Individual safety plans will be developed for each school.

G. All regular school staff will receive briefings in safety and security.

H. Liaison will be maintained with law enforcement and public agencies.

VI. TIME FRAME



VII. GUIDELINES

A. Develop a safety and security program consistent with the Remedial Order of the Federal Court.

B. Develop a coordinated effort involving the Division of Safety and Security, administrative staff, certificated and classified personnel.

C. Brief all impacted staff in individual school safety and security documents, goals and objectives, the development of an air of cooperation, mutual support and confidence.

D. Develop an integrated effort involving drivers and support personnel assigned to the Division of Transportation.

E. Identify and assign duties encompassed in the functions performed by personnel assigned to the Division of Attendance and the Division of Safety and Security.

F. Support the administrative and educational staff in their efforts to provide quality education.

G. Pursue division goals in a fashion consistent with our commitment to a preventative, proactive posture.

H. Develop a coordinated effort with the Division of Student Logistics and the Division of Transportation to ensure the safety and security of students at bus stops and in route to and from school.

SECTION D - COMMUNITY RELATIONS

I. GOALS

The Public Information and Community Outreach Program is to meet the desegregation informational needs of the staffs, students, parents, and community of the Cleveland Public School System. The program will coordinate with other departments/divisions in meeting the following goals:

A. Design and coordinate a bilingual school/community information system to allow a two-way process of communication between the school system and the total community

B. Provide parents, community, students, and school staff with timely and accurate information on the organization, development, and implementation of policies, procedures, and activities relating to the implementation of the school desegregation plan

C. Provide a formalized mechanism for parents, students, and community to raise, and have answered, their concerns regarding school desegregation

D. Organize a resource coalition of labor, business, and social organizations interested in enhancing the success of the Cleveland Public School System desegregation plan

E. Conduct a community outreach program to familiarize the community with the procedures and activities related to the Cleveland Public School System desegregation plan

II. REQUIRED ACTIONS

A. Provide the necessary budget, facilities, staff, and materials needed to implement the Public Information Dissemination and Community Program

B. Identify and respond to special informational needs of building staffs, students, parents, and the community

C. Develop information packets and presentations for constituent audiences regarding school desegregation-related activities

1. Provide the community as a whole, and especially the parents, students, and staffs of the affected schools with information on the history and purpose of the desegregation plan

2. Provide the community as a whole, and especially the parents, students, and staffs of the affected schools with accurate and up-to-date information concerning the desegregation process

D. Implement an active, continuous, and highly structured media campaign to familiarize students, parents, and community with the procedures and activities related to the Cleveland Public School System desegregation plan

E. Solicit the aid of a core of community outreach personnel who are:

   1. Actively involved in the affairs of their communities

   2. Knowledgeable of the concerns and needs of their communities

   3. Willing to support the efforts of the desegregation of the Cleveland Public School System

F. Install direct-line telephone information lines providing a two-way communication system to provide the public, including Spanish-speaking and those of limited English proficiency, with a readily accessible vehicle by which they can ask questions, receive accurate and timely information, and relay concerns during the implementation phases of desegregation

G. Provide highly visual/graphic materials/pamphlets that are easily and quickly understood on procedures and plans related to the desegregation effort

H. Coordinate dissemination of information within the total school system

III. ROLES AND RESPONSIBILITIES

A. Deputy Superintendent, Desegregation Implementation:

   1. Provides leadership in the implementation of a community relations program

   2. Secures and reviews recommendations for the allocation of necessary resources for implementing a community relations program

   3. Prepares weekly status reports documenting completion of program tasks

B. Project Manager:

   1. Supervises and oversees staff and operation of Public Information and Community Outreach Program

   2. Establishes working relationship with community, media, and school personnel

   3. Supervises development and coordination of dissemination of desegregation informational materials for public use

C. Desegregation Communication Team:

1. Prepares desegregation informational packets for parents, students, community, media, and school staffs
2. Plans and develops community involvement activities
3. Assists in organizing meetings regarding desegregation implementation
4. Identifies and responds to informational needs of total community
5. Responds to informational needs of Spanish-speaking and/or speakers of limited English proficiency
6. Maintains desegregation information telephone lines
7. Assists in staff inservice training
8. Develops graphic arts and visual communication materials
9. Keeps accurate records of materials for dissemination
10. Keeps a file of published reports and desegregation implementation information

D. Community Outreach Staff:

1. Identifies and responds to informational needs of school community
2. Assists in planning community involvement activities
3. Establishes and maintains community information centers and mini-information centers
4. Maintains contact with community groups
5. Recruits and involves parents in school activities

E. School Principal:

1. Assists in support of desegregation implementation
2. Assists in coordination of activities relative to desegregation implementation

F. Teacher:

1. Assists in support of desegregation implementation
2. Assists in the identification of local school informational needs

3. Participates in pre and post implementation inservice training with members of the Desegregation Communications Team

G. Volunteers:

1. Participate as information telephone operators as needed in community desegregation information centers

2. Participate in inservice training activities with Desegregation Communication Team on telephone answering techniques

3. Assist in the coordination of activities relative to desegregation implementation

IV. CRITERIA FOR EFFECTIVENESS

The evaluator from the Division of Research and Development will administer a locally constructed questionnaire to determine if the following outcomes have been effected:

A. The informational activities of the Desegregation Communication Team will result in 65% of the parents, staff, and students, randomly selected, indicating satisfaction with the information received on school desegregation.

B. The informational activities and facilities provided by the Desegregation Communication Team will result in 65% of the media utilizing Media Center facilities for press conferences and/or news briefings indicating satisfaction with the information received and services provided.

C. The inservice training provided for the Desegregation Communication Team Staff, including volunteer information telephone operators, will result in 65% of the members sampled indicating satisfaction with the effectiveness of the training.

V. MINIMUM STANDARDS

A school/community relations program will contain these elements:

A. A systematic, two-way process of communication between the school district and the public will be established to answer concerns regarding school desegregation.

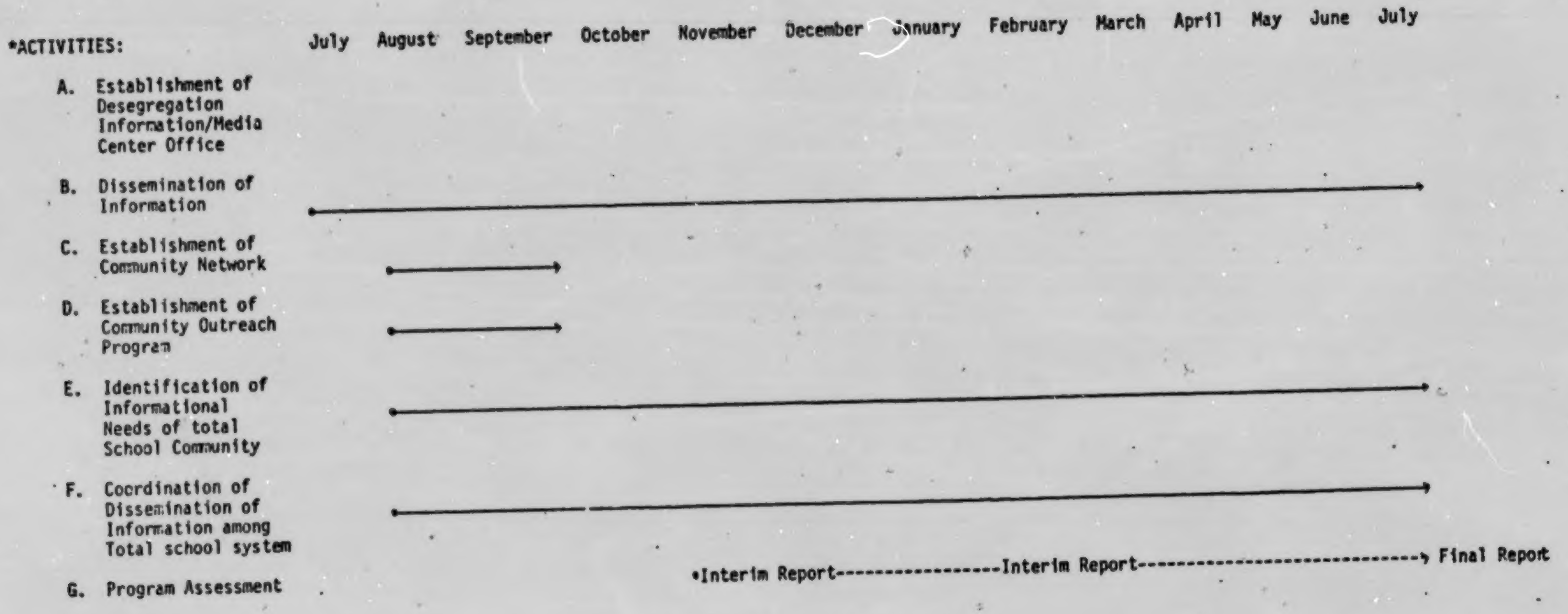
B. A variety of media will be utilized to communicate the desegregation plans and procedures to the community.

C. A program providing opportunity for community involvement and feedback will be maintained during the implementation process.

D. A program which disseminates factual, objective, and realistic data about the district will be available for the media, community groups, and school staffs.

E. An on-going assessment of communication activities and feed back opportunities will be conducted periodically.

VI. TIME-FRAME



* All the activities will be on-going

VII. GUIDELINES

A. Information regarding the Court-mandated orders for desegregation plans and implementation will be disseminated to the public.

B. Policies of the Cleveland Public School System regarding desegregation plans and implementation activities will be disseminated to the public.

C. Information packets and materials will be prepared regarding desegregation and make them available in schools, public meetings, and community centers.

D. A Speakers' Bureau will be established to provide desegregation information to community groups.

E. Periodic news releases will be prepared to provide the public with up-to-date information regarding desegregation plans and implementation activities.

F. Press conferences between school administrative staff and media will be scheduled to familiarize the public of school related activities.

G. A Desegregation Information Office will be established to develop, coordinate, and manage the flow of desegregation information to the public.

H. A Community Network will be organized to secure participation of community groups.

I. The principal will be designated as the person responsible for the release of information about local school's programs and activities, in coordination with administrative staff.

J. Guidelines for media representatives regarding procedures, policies, and access to the Administration Building and schools will be established to maintain open lines of communication with media personnel.

Section E - STUDENT TRAINING

I. GOALS

Student Training for desegregation implementation will impact Cleveland Public School students in all grades, K-12, as well as selected staff and students who will be trained as leaders. The program will provide activities which will develop and enhance positive student interrelationships and attitudes (ethnically, racially, and culturally). The activities will focus on the process and skills necessary for positive intercultural communications and adjustment in a desegregated setting.

The Student Training Program will:

A. Assist in planning and conducting pre-admission and orientation programs for students
B. Establish, train, and maintain a group of student leaders
C. Implement a human relations activity program on cultural and racial pluralism, communications, problem-solving, and values in classes
D. Prepare kindergarten students for a desegregated education

II. REQUIRED ACTIONS

A. Adapt the ESEA Title IV-C Project called "Pupils Adjustment in a Desegregated Setting" (PADS) to the needs of Student Training for desegregation implementation

B. Provide the necessary budget, staff, materials, and facilities needed to implement the program

C. Disseminate information about services provided by the project to all administrative personnel, supervisors, and building principals

D. Secure administrative and supervisory support for Student Training

E. Coordinate activities and efforts with Student Training and other divisions and departments of the school system

F. Disseminate information about services provided by the project to all counselors, department chairpersons, and teaching staff

G. Provide a periodic review and evaluation of the program's effectiveness

H. Implement pre-admission, orientation, and student leadership programs

I. Implement kindergarten preparation programs

III. ROLES AND RESPONSIBILITIES OF AFFECTED STAFF

A. Deputy Superintendent, Desegregation Implementation:

1. Prepares status reports for Student Training
2. Secures and reviews recommendations for Student Training
3. Allocates resources for Student Training

B. Supervisory Staff:

1. Disseminates information about Student Training to department chairpersons
2. Supports Student Training activities
3. Identifies areas of special need
4. Provides feedback to project staff on program effectiveness

C. Principal:

1. Helps identify student leaders
2. Provides support for pre-admission and orientation programs incorporating Student Training
3. Utilizes the services provided by the program
4. Provides accessibility to staff and students
5. Supports in-service activities for building staff
6. Coordinates and supports classroom activities
7. Disseminates information about Student Training to staff
8. Provides feedback to project staff on program effectiveness
9. Supports all review and evaluation activities

D. Counselor:

1. Cooperates with the Student Training staff in providing pre-admission programs, orientation programs, and student leadership training
2. Participates in in-service activities
3. Supports classroom Student Training activities
4. Disseminates information about Student Training
5. Helps identify student leaders
6. Provides feedback to project staff on program effectiveness
7. Assists in all review and evaluation activities

E. Teacher:

1. Helps identify student leaders
2. Participates in pre-admission activities
3. Cooperates with the Student Training Staff in conducting human relations activities in classes
4. Utilizes services provided by Student Training
5. Assists the staff of the Student Training program identify appropriate strategies for class use
6. Provides feedback to the staff of the Student Training program
7. Cooperates in review and evaluation activities

F. Student Training Program Manager:

1. Ensures appropriate adaptation of PADS Student Training materials and procedures
2. Works effectively with administration, supervisors, principals, and other school staff to implement Student Training
3. Supervises the development and implementation of Student Training
4. Supervises project human relations resource teacher
5. Interprets and disseminates information to school personnel
6. Organizes and implements pre-service and in-service staff development
7. Prepares necessary reports and maintains records
8. Supports all review and evaluation activities

G. Human Relations Resource Teacher:

1. Ensures appropriate use of Student Training activities and procedures in schools
2. Works effectively with school principals, counselors, teachers, and students to implement Student Training
3. Assists counselors in planning and conducting pre-admission programs, orientation programs, and student leadership training
4. Implements human relation activity programs on cultural and racial pluralism, communications, problem-solving, and values in classes
5. Prepares kindergarten students for a desegregated education
6. Provides facilitating, training, information, and management services to school personnel and students relative to Student Training
7. Supervises collection of all necessary evaluation data
8. Maintains appropriate records to document activities

IV. CRITERIA FOR EFFECTIVENESS*

A. At least 65 per cent of students sampled during the pre-admission program will express a positive reaction to the experience.

B. All schools will offer Student Training activities.

C. A pre-admission program will be provided for all students to be reassigned.

D. At least 65 per cent of students sampled during Student Training activities will express a need for such activities.

E. At least 65 per cent of administrators sampled will indicate a need for student training.

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* It should be recognized that these standards are arbitrarily set without a baseline experience at this point in time. They are established at a better than chance level.

F. At least 65 per cent of counselors sampled will indicate a need for student training.

G. At least 65 per cent of teachers sampled will indicate a need for student training.

H. At least 65 per cent of kindergarten parents sampled will indicate a need for the program.

V. MINIMUM STANDARDS

A. A pre-admission program will be available to students prior to school reassignment.

B. A staff will be provided to achieve the goals of Student Training.

C. Human relations programs will be available to class teachers.

D. Kindergarten students will receive preparation for desegregated education.

E. One student leadership group will be established in all secondary schools and schools with upper elementary grades.

F. The ESEA Title IV-C program known as "Pupil Adjustment in a Desegregated Setting" (PADS) will provide the foundation for Student Training.

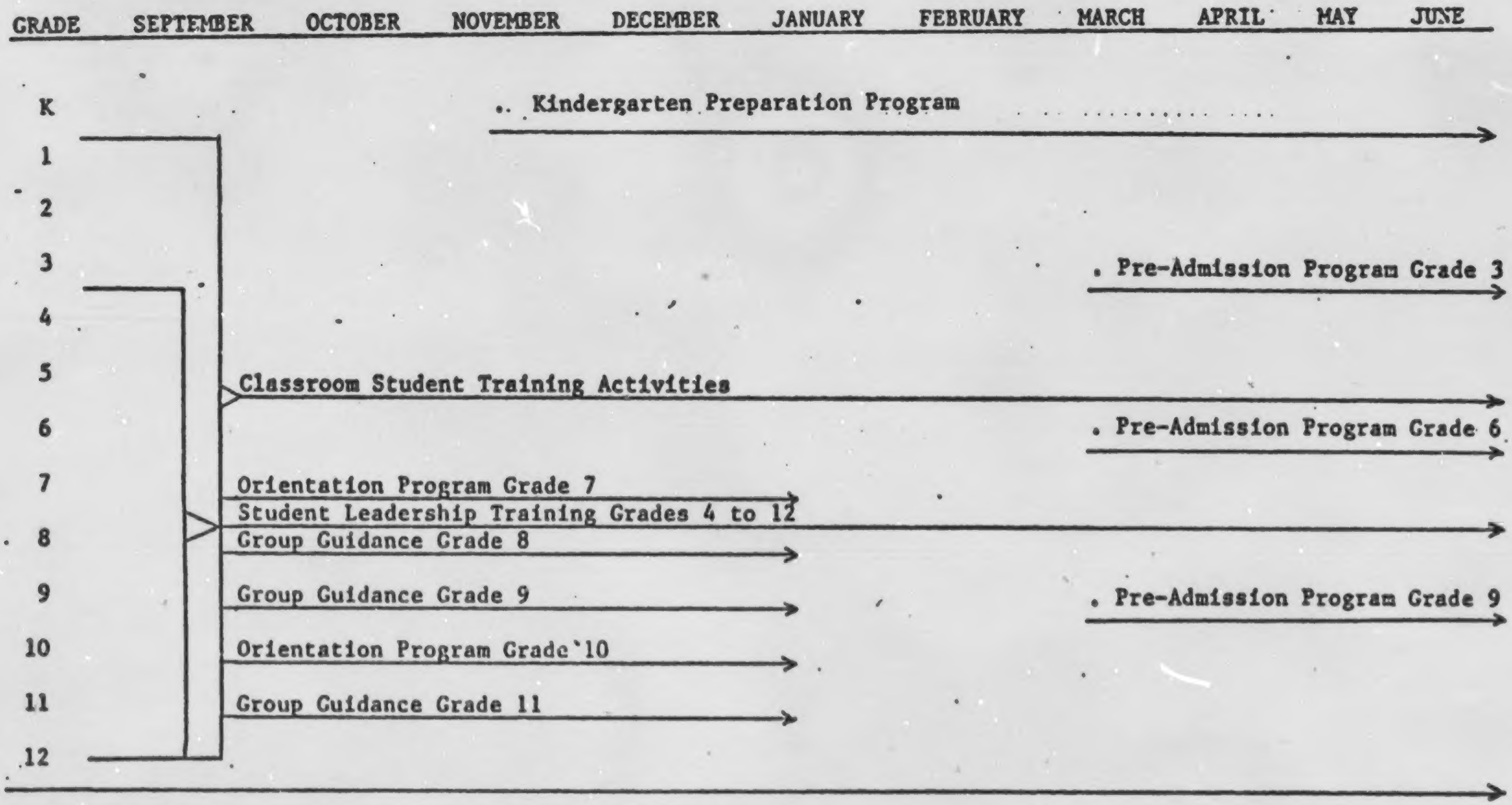
G. The project staff will be experienced in group work.

H. Opportunities will be provided for students to receive information, ask questions, and share concerns during the pre-admission, orientation, and student leadership programs.

I. The various services provided by the Student Training program will be evaluated.

STUDENT TRAINING

VI. TIME LINE (FULL SCHOOL YEAR)


GRADE
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
K
1
2
3
4
5
6
7
8
9
10
11
12
. Kindergarten Preparation Program
. Pre-Admission Program Grade 3
Classroom Student Training Activities
. Pre-Admission Program Grade 6
Orientation Program Grade 7
Student Leadership Training Grades 4 to 12
Group Guidance Grade 8
Group Guidance Grade 9
. Pre-Admission Program Grade 9
Orientation Program Grade 10
Group Guidance Grade 11

- The Orientation, Group Guidance, and Pre-Admission Programs supplement activities conducted by the Division of Guidance. Student Training will include human relations activities on cultural and racial pluralism, communications, problem solving, values.

- Adult Student Training Workshops are conducted monthly for a selected staff member in each impacted school.

VII. GUIDELINES

A. Pre-Admission Program

1. A coordinated effort will exist between the Division of Guidance and Student Training.
2. Program will be available to all students being reassigned.
3. A special program for parents of reassigned students will be provided.
4. Transportation for the student visitation program will be provided.
5. Activities will be supported by the building principal and staff.
6. The program will include:

    a. Informational program
    b. Assemblies
    c. Group discussion of concerns
    d. Building tours
    e. Small group activities, peer to peer, buddy system, and big brother/sister program

7. The visitation program is to be completed by the end of June in the preceding school year.
8. Communication between the feeder and receiving schools will take place prior to and after the program.
9. Student concerns generated during the visitation program will be responded to by the Student Training staff, the building principal, counselor, and /or class teachers.
10. Necessary supplies, personnel, equipment, and materials will be provided to ensure the success of the program.
11. The Student Training staff and all school counselors will be involved in this program.

B. Implementation of Student Training activities in class

1. Student Training will assist and support the Guidance Department in conducting group guidance and orientation classes by providing programs on cultural and racial pluralism, communications, problem-solving, values.
2. Student Training will be available to all class teachers in all subject areas.
3. The principal, department chairpersons, and teachers will actively support and utilize the services provided by Student Training.
4. Student Training activities in class will:

    a. Assist students to formulate and express concern
    b. Provide accurate information to students
    c. Be a liaison between students and school staff
    d. Provide human relations training in class

5. In-service workshops in Student Training will be provided for selected members of the school staff.

C. Student Leadership Training

1. The principal, counselors, and teachers will help identify candidates for Student Leadership Training.
2. The staff of the Student Training Program, supported by the Guidance Division, will establish, train, and maintain the Student Leadership group. (In elementary schools the principal will designate a representative.)
3. The principal will support and utilize the Student Leadership groups.
4. A minimum of one Student Leadership group will be established in each secondary school and in schools with upper elementary grades.
5. The Student Leadership group will represent a cross section of the student population.
6. The Student Leaders will meet regularly and maintain a stable membership.
7. The Student Leaders will:

    a. Welcome and assist new students during pre-admission and orientation programs
    b. Act as facilitators during homeroom class, orientation, and pre-admission programs
    c. Provide a suitable form for communications between adults and students
    d. Provide feedback to school officials and the Student Training staff on student concerns
    e. Assist students and adults in building tours
    f. Provide a core group of students to promote human relations throughout the school

D. Kindergarten Program

1. Student Training activities in the kindergarten will be supported by the Division of Early Childhood.
2. The program will be a coordinated effort between the regular kindergarten staff and the Student Training staff.
3. Activities will be supported by the building principal.
4. All kindergarten students will receive preparation for desegregated education.
5. The program will:

    a. Share concerns
    b. Disseminate information
    c. Establish school visitation

6. Transporation will be provided for the student visitation program

SECTION F - MAGNET SCHOOLS

I. GOALS

The Cleveland Public School System will provide alternative educational approaches (magnet programs) that best facilitate desegregation of the school system and respond to the educational needs of the Cleveland Community. Magnet Programs will:

A. Broaden the curricular offerings of the schools

B. Augment the present scope of instructional approaches

C. Improve flexibility and responsiveness of programs in relation to needs of Cleveland students

II. REQUIRED ACTIONS

A. Appoint and convene a committee charged with formulating recommendations for magnet schools

B. Consult parents, school staff, students and community leaders regarding magnet schools and programs

C. Consult experts

D. Study programs operating in other cities

E. Generate criteria for staff selection

F. Identify feasible alternative educational programs for Cleveland schools

G. Establish priorities for magnet schools development

H. Generate criteria for student recruiting

I. Establish criteria for school site selection

J. Make recommendations for establishing magnet programs

K. Secure Board and Court approval of magnet programs for implementation

L. Plan curriculum

M. Recruit staff

N. Disseminate information to the parents, students, staff and community

O. Recruit students

P. Implement staff training

Q. Collect evaluative data

R. Develop formative evaluation for program improvement

III. ROLES AND RESPONSIBILITIES

A. The Deputy Superintendent, Desegregation Implementation:

1. Prepares status reports
2. Provides leadership and support to long and short term development of magnet programs in accordance with court approved desegregation plan
3. Allocates and secures resources to development efforts
4. Supervises preparation and presentation of information relative to proposed magnet programs to the Superintendent, Board and Court

B. The Assistant Superintendent for Curriculum and Instruction:

1. Convenes the magnet school committee
2. Submits the committee recommendations to the Deputy Superintendent, Desegregation Implementation
3. Advises the committee, provides direction
4. Monitors the curriculum development process

C. The Superintendent:

1. Reviews the recommendations made by the committee
2. Makes specific recommendations regarding establishing and implementing magnet programs to the Board of Education
3. Appoints the chief administrator for the magnet school/program
4. Reports periodically to the Board of Education regarding magnet programs

D. The chief school administrator:

1. Recruits and recommends the appointment of a planning committee
2. Directs the planning process for the school/program
3. Recruits staff
4. Provides for staff training and inservice programs
5. Initiates a community/student information program about the magnet program
6. Develops procedures to collect data needed for reports and evaluations

7. Submits periodic progress reports to the superintendent

8. Coordinates curriculum planning with the Department of Curriculum and Instruction

E. The planning team:

1. Assists the chief administrator in planning the program

F. The Board of Education:

1. Reviews the recommendations submitted by the superintendent and take action to approve, reject or defer

2. Provides the funding for the program it approves

G. The Planning Committee for Magnet Schools:

1. Consults with parents, school staff, students and community leaders

2. Consults with experts

3. Conducts a needs assessment

4. Studies programs in other cities

5. Generates criteria for staff selection, student recruiting and school site selection

6. Prepares a list of alternative educational programs

7. Establishes priorities for magnet school development

IV. CRITERIA FOR EFFECTIVENESS

A. At least 70 percent of students sampled will report positive experience in the magnet program in which they participated.

B. At least 70 per cent of sampled students' grades will indicate mastery of curriculum content as determined by a "C" average in all courses attempted.

C. At least 70 per cent of the parents sampled will report that they received accurate information from the Cleveland Public School System about the magnet programs for which their children were eligible.

D. At least 70 per cent of sampled parents with children in magnet programs will report that they approve of their children's educational experiences.

E. At least 80 per cent of sampled regular staff working in magnet programs will report that the program in which they work is providing a progressive, rewarding educational experience.

F. At least 80 per cent of the Magnet Planning Committee Members will report that their activities fulfill the required actions, roles, and responsibilities of the committee.

V. MINIMUM STANDARDS

A. The Magnet School Planning Committee:

1. Convenes at least four times per year

2. Conducts a needs assessment at least once every three years

3. Makes provisions for input from the staff, students and community

4. Compiles their conclusions in a written report

5. Submits their recommendations to the Deputy Superintendent, Desegregation Implementation by January 30

6. Makes a report which will include recommendations for any new programs, desirable revisions/additions to existing magnet programs, and any situations which may need policy clarification

B. Magnet Programs:

1. Provide students with the basic requirements as set forth by the State of Ohio Department of Education regarding hours of instruction necessary for credit, courses/instruction required at any given grade level and teacher certification

2. Provide recruitment efforts which utilize media as well as personal contacts

3. Provide a preservice/inservice training program for all staff members (at least 10 hours)

4. Are evaluated annually

VI. TIME FRAME

ACTIVITIES	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.
A. Planning Committee on Magnet Schools																									
Committee is convened	—																								
Committee meets to review evaluations and study reports		—	—	—																					
Committee recommendations sent to Deputy Superintendent, Desegregation Implementation					—																				
B. Magnet Program																									
Board decision to establish program						—	—																		
Appointment of a chief administrator for Magnet school/program							—	—																	
Selection of and appointment of a planning team								—	—																
Site selection										—	—														
Curriculum planning												—	—	—	—										
Plan for student recruitment												—	—	—	—										
Dissemination of information to parents, students, staff and community																	—	—	—	—	—	—	—	—	
Recruitment of students																	—	—	—	—	—				
Notification to successful applicants																							—		
Preservice staff training																									—
Start new program	—																								
Collection of evaluative data	—	—	—	—	—	—	—	—	—	—							—	—	—	—	—				

(during recruitment)

VII. GUIDELINES

A. The magnet programs should be designed for quality, uniqueness and flexibility.

B. Programs should be attractive and if possible located in areas where desegregation goals are best served.

C. Programs which are capable of attracting substantial numbers of students should have priority.

D. There should be a broad and comprehensive public information program about the magnet schools.

SECTION G - READING SKILLS

I. GOALS

The Board of Education believes that the acquisition of reading skills by the students of the district is of foremost importance to a sound educational program, particularly in the context of desegregation implementation. The administration of the district is directed to continue to prepare and implement an affirmative reading skills program, taking care to ensure that the program does not result in the resegregation of the students of the district. Reading instruction in a desegregated setting in the Cleveland Public School System will:

A. Provide opportunities for all students to develop, to their fullest capacities, those vocabulary, comprehension and critical thinking skills that will enable them to meet the demands of school, job and citizenship in a pluralistic society

B. Produce independent readers who will continually apply critical thinking skills to printed matter for information and pleasure throughout life

C. Stimulate in each individual the personal enjoyment and knowledge that come from insightful, appreciative reading of the rich body of literature, past and present

II. REQUIRED ACTIONS

A. Reexamine the skills objectives identified on the chart entitled "Goals for Reading Instruction in the Cleveland Public Schools" for inclusiveness in providing an affirmative reading skills program which does not resegregate

B. Reorganize scope and sequence items to include additions or deletions identified in the reexamination of the skills objectives

C. Develop a list of reading materials available in schools that emphasizes the pluralistic nature of our society

D. Implement a classroom management system that supports an affirmative reading skills program based upon identified needs of individual students

E. Organize and implement continuing in-service designed to assist classroom teachers in planning and implementing strategies that will meet the instructional needs of students grouped heterogeneously in a desegregated setting

III. ROLE AND RESPONSIBILITIES OF AFFECTED STAFF

A. Deputy Superintendent, Desegregation Implementation:

1. Provides leadership in the implementation of an affirmative reading skills program

2. Secures and reviews recommendations for the allocation of necessary resources for implementing an affirmative reading skills program

3. Prepares status reports documenting completion of program

B. Supervisory Staff:

1. Provides on-site leadership to ensure that classroom reading programs are responsive to the needs of students grouped heterogeneously in a desegregated setting

2. Sets up administrative conferences to discuss assessment of reading needs, individual student profiles, and the availability of consultant services

3. Arranges for appropriate outside consultants to give input and to conduct in-service sessions on various aspects of teaching reading in a desegregated setting as released time for teachers is made available

4. Initiates curriculum revisions that will be supportive of desegregation principles and activities in cooperation with teachers and principals

C. Principal:

1. Supports the classroom reading programs by organizing the resources of the building to best serve the needs of classroom teachers of reading

2. Determines the necessity for additional supportive and/or consultant services by observation and conference, and by requesting these services from the district or citywide supervisory staff

3. Becomes familiar with the structure and organization of an affirmative action skills program through participation in scheduled in-service sessions

(All activities relating directly to the reading program will include cooperative participation of the supervisory staff in a leadership role).

D. Reading Consultant Teacher:

1. Organizes effective classroom reading programs in a desegregated setting

2. Assesses students' strengths and deficits by assisting in the administration of formal and informal tests, and in interpretation of cumulative records and test results

3. Develops alternative teaching strategies through demonstration and conference

E. Classroom Teacher:

1. Provides purposeful classroom reading program adapted to the learning styles and needs of students who are heterogeneously grouped in a desegregated setting

2. Implements an affirmative skills program through which students will master basic word attack, comprehension, and critical thinking skills (To be accomplished with the assistance of supervisory and consultant personnel)

3. Discusses progress in reading with students and their parents on a regular basis

F. Classified Employee:

1. Is kept informed of the various components of the reading program as they affect his/her job assignment

IV. CRITERIA FOR EFFECTIVENESS

A. All elementary schools will comply with state minimum standards prescribed by the State of Ohio in the area of reading.

B. All schools will operate an affirmative reading skills program which utilizes a learning approach which provides pre-testing, prescriptive instruction, post-testing, and evaluation of students' progress.

C. All schools will maintain the prescribed student reading records.

D. All schools will provide parent consultation services.

E. At least 65 per cent of students sampled will show appropriate progress in reading based on the evaluation of the classroom teacher.

F. At least 65 per cent of students sampled will report satisfaction with their reading experiences.

G. At least 75 per cent of teachers sampled will report satisfaction with the observation of student progress in reading.

H. At least 65 per cent of parents sampled will report satisfaction with the reading instruction program and information provided by the school.

V. MINIMUM STANDARDS

A. Each class in every Cleveland elementary school will be organized to ensure compliance with the minimum standards for reading prescribed by the State of Ohio which stipulate required weekly instructional time.

B. Each junior and senior high English class will devote an average of at least two hours a week to instruction in reading, including the study of literature.

C. The affirmative reading skills program will utilize a mastery learning approach in which basis reading skills will systematically be pretested, taught, and post-tested. This approach will enable teachers to evaluate students' progress on an ongoing basis.

D. The prescribed reading record will be maintained for every elementary student in the Cleveland Public Schools. All secondary students will have a reading record card by 1985.

E. Parent consultation related to improvement of reading skills identified as requiring reinforcement will be provided and made a matter of record.

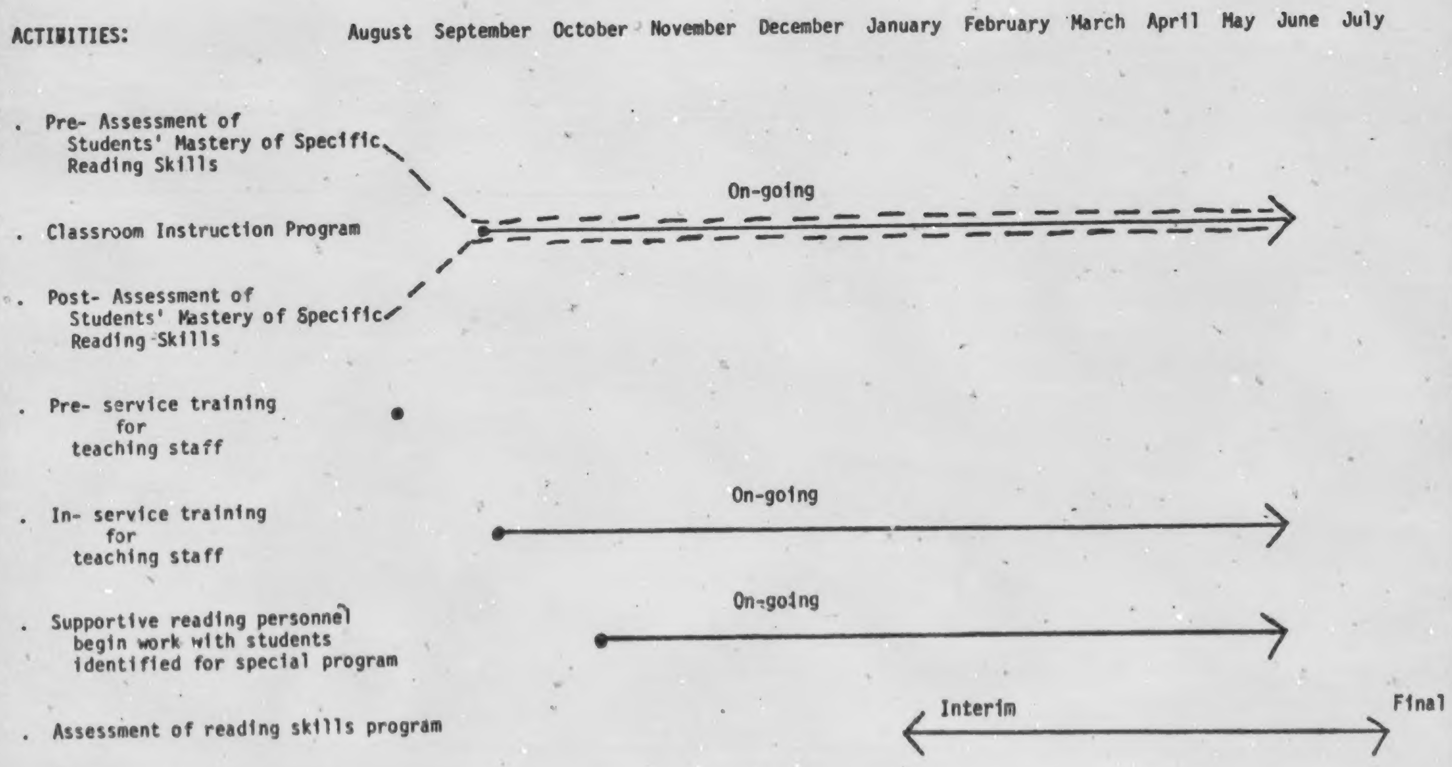
F. Opportunities will be developed for student feedback about reading preferences to guide development of students' reading opportunities and to support students' application of reading skills.

G. The reading program will be evaluated in each school and will include the following:

1. Analysis of standardized test results
2. Analysis of criterion-referenced test in the elementary schools
3. Observation of students' daily work by classroom teachers
4. Identification of students' rate of mastery of basic reading skills
5. Examination of students' attitude toward reading

VI. TIME FRAME

AFFIRMATIVE READING SKILLS PROGRAM



VII. GUIDELINES

The reading program will follow the guidelines of the Federal Court Order and State Department of Education, and of the 1972 Cleveland Board of Education's Statement of Policy on reading, as follows:

THE PRIORITY OF READING SKILLS: A STATEMENT OF POLICY

A major goal of the Cleveland Public Schools is the development of our pupils' ability to communicate effectively.

Effective communication is important not only to the welfare of the individual but also to the promotion of relations among people. Moreover, the improvement of the economic and civic life of the community and nation is directly related to the ability of individual citizens and groups of citizens to communicate with each other with understanding and appreciation.

From an educational point of view communication skills are of great value not just for their usefulness in immediate in-school learning but beyond school as the basis for continued independent learning.

Communication involves the interrelated abilities of speaking, listening, reading,and writing.

Although each of the communication skills is important and although growth in each is closely related to growth in the others, the nature of school learning tasks is such that reading is widely thought to be the most essential of these skills.

Our goal for reading instruction is that each pupil develop to his fullest capacity the competence in reading and in critical thinking skills that will enable him to meet the demands of school, job, and citizenship. Moreover, we want for each the personal enjoyment and enlightenment that comes from wide, insightful, appreciative reading of the rich body of literature that has accumulated through the ages and that flows from the fertile minds of the great thinkers of our day.

The Cleveland school population includes pupils representing the fullest range of aptitudes, interest, needs and strengths, and disabilities. Our obligation is to them all. Moreover, children learn at different rates and in different ways.

This entails the responsibility to develop and maintain a program of instruction that provides many options and alternatives. Our professional staff, therefore, must be encouraged in their efforts to identify new ways of dealing with special needs and problems.

The Reading Program

There are many approaches to the organization of a successful program of reading instruction.

Regardless of the organizational approach, the sequence in which various elements are introduced, or the title by which a given program may be called, all successful reading programs must give attention to word perception, including phonics; to vocabulary, and to comprehension.

In terms of reading these elements can be explained in the following definitions:

Word perception involves becoming aware of individual words through the senses of seeing, hearing, and touching.

One's vocabulary is the sum of words used by, understood by, and/or at the command of an individual.

Comprehension is the ability to understand the meaning of words and groups of words and make appropriate application of the meaning.

Comprehending and expression includes at least one, and often several, of these skills: understanding literally; reorganizing information and ideas; inferring; evaluating; appreciating.

It is the responsibility of the professional staff to devise and implement a balanced, flexible program which, within the limits of available resources, will provide for each pupil the instruction he needs to develop and refine these skills.

This includes the identification and selection of suitable materials; the development of appropriate teaching methods and conducting the necessary evaluation and research to determine the results of a given program and to identify alternative approaches which may be effective.

The development and refinement of reading skill is a gradual, cumulative process whose foundation is laid long before the age of formal schooling.

In the individual's school experience, the need for reading skill increases as one moves from pre-kindergarten through the grades on to high school graduation. As the range of subject fields and the complexity of the subject matter expand, the importance of adapting one's rate and method of reading grows more acute. This necessitates continuing attention to the reinforcement of basic reading skills as well as the teaching of appropriate new skills and techniques as the need arises.

Consequently, reading is a matter of proper concern at all levels and reading instruction should be available throughout the pupil's school career.

The interrelatedness of reading and the other facets of communication is well recognized. While there must be direct instruction in each (listening, speaking, reading, and writing) none of the skills are taught or learned in isolation from the others. Neither can meaningful development of any of these skills occur in the absence of substantive materials drawn from the various subject matter fields.

Therefore the most fruitful approach to reading power development will include opportunity for use and reinforcement of reading skills in the full range of subjects and courses offered in our schools. Teachers at the upper levels particularly who are specialists in their respective fields should continue to seek ways to help their pupils become intelligent users of the literature of their fields.

Meeting Special Needs

Although the majority of pupils will find success in the mainstream of reading instruction, there will be a number for whom special assistance is needed. Through various compensatory projects conducted in the Cleveland schools, our staff has been able to develop a variety of successful diagnostic, supportive, and corrective techniques for use with children having special problems in reading.

While these projects which are supported by categorical funding must serve only children who are eligible in accordance with the laws and regulations, the findings from those projects should continue to be widely disseminated so that teachers throughout the system can have the benefit of new knowledge and new teaching skills for use children whose needs require them.

The Importance of the Teacher

The most crucial factor in the success of a reading program is the teacher through whose professional skills and knowledge the program is implemented. The Cleveland schools fortunately have a staff of highly competent teachers committed to the welfare and progress of children. The efforts of our staff are commendable, as is their interest in their own professional growth.

Our supervisory staff in the area of communication skills is composed of outstanding specialists who provide a very high quality of leadership. Cleveland is proud of the recognition earned nationally by members of this staff.

In order to meet the needs of the teaching staff for keeping abreast of developments in the teaching of reading, opportunities for professional growth must be readily available. The Board urges the continuation and the expansion of the in-service activities arranged by the department of Curriculum and Instruction, consultation with nationally recognized authorities, involvement in the affairs of professional organizations, and participation in research projects.

Parent-School Relations to Support Reading

Children need the support and encouragement of their families in their efforts to learn. In this regard the school and its staff should take every possible opportunity to share with parents information about their children's progress and needs and to offer suggestions and recommendations for how parents may augment and support the efforts of the school.

Some Non-School Factors in Reading Ability

Reading power development depends not only on instruction in the various activities involved in the reading process but also upon the motivation to read and the opportunity to do so.

The pupil's total range of experiences influences his growth in reading as well as in other school subjects. Many factors relate to his motivation to read and the opportunity to read. Some of these are to some degree within the scope of school responsibility, while others are much less subject to school control and influence. Among the conditions in which the school has limited influence are family stability and mobility; community and neighborhood social and economic stress; the availability and accessibility of physical and emotional health care; nutrition; association with age mates and with adults; use of community cultural resources. All these and others have significant bearing upon the children's learning and development. Although the school's responsibility in these matters is limited, we nonetheless shall continue to participate actively in the search for solutions to the many problems that the community and its citizens face in these areas. We must stress the fact that these are matters of total community concern that require the concerted effort of all public and private agencies and officials.

VIII. OTHER

The Division of English-Reading Language Arts will continue to seek the advice of reading specialists from universities and elsewhere to strengthen reading instruction in the Cleveland Schools. Also, reading instruction will continue to be interrelated with instruction in the other communication skills. At the secondary level there will be continued emphasis on teaching reading in all content areas.

SECTION H - COUNSELING AND CAREER GUIDANCE

I. GOALS

The primary goal of Counseling and Career Guidance is to help young people in a desegregated setting understand themselves and make wise choices in light of their interests, abilities, and strengths. Both the parents and the schools share jointly in this responsibility. To achieve this goal it is an important obligation of the Cleveland Public Schools to provide non-discriminatory, developmental guidance services in a systematic, planned approach for all students.

In providing guidance and assistance the system will help students:

A. Secure information about themselves

B. Develop a wholesome adjustment to other individuals and groups

C. Meet the emotional, physical, and social needs

D. Acquire information about the world of work and career choices

E. Make decisions concerning educational goals and choices

F. Secure employment

G. Obtain post-high school education

II. REQUIRED ACTIONS

A. Develop a school guidance program in each area prescribed by the State of Ohio standards for desegregated setting

B. Organize a guidance department in each secondary school according to State minimum standards

C. Inventory guidance services in each school

D. Assess student guidance needs in each school

E. Design and implement a non-discriminatory program of counseling and guidance in each school

F. Organize a continuing in-service program to assist counselors in planning and implementing guidance and counseling services in a desegregated setting

III. ROLES AND RESPONSIBILITIES OF AFFECTED STAFF

A. Deputy Superintendent, Desegregation Implementation:

1. Defines the goals of the guidance program within the framework of the philosophy of the Cleveland Public Schools System

2. Prepares the status reports

3. Reviews recommendations for consultants

4. Approves assessment procedures

B. Supervisor:

1. Provides leadership to ensure that the guidance program is responsive to student needs in a desegregated setting

2. Sets up conferences to discuss provision for guidance services, assessment of needs, and identification of resources

3. Identifies and provides for outside consultants for in-service and for various aspects of the guidance program in a desegregated setting

4. Initiates revisions and activities that will be supportive of desegregation principles in cooperation with guidance and administrative staff

C. Principal:

1. Supports the guidance program by organizing the resources of the building to serve the guidance needs of students in a desegregated setting

2. Identifies the need for additional guidance services by observation and conference and request of these services from the district

3. Participates in in-service sessions to become informed about appropriate structure and organization of guidance services in a desegregated setting

D. Counselor:

1. Organizes and implements effective guidance program in a desegregated setting

2. Inventories guidance and counseling services in a desegregated setting

3. Assesses students' needs for guidance and counseling services

4. Evaluates strengths and weeknesses of the guidance program

E. Classroom Teacher:

1. Cooperates with and supports the guidance program

2. Knows the objectives of the guidance program

3. Presents career implications of subject area

IV. CRITERIA FOR EFFECTIVENESS

A. All secondary schools will implement a guidance program in accordance with the State of Ohio standards.

B. All students will receive guidance services in the areas prescribed under State standards.

C. 65 per cent of students sampled will report a positive reaction to guidance services.

D. At least 65 per cent of parents sampled will report satisfaction with the guidance program.

E. At least 65 per cent of administrators will report satisfaction with the observation of guidance services.

F. At least 65 per cent of teachers sampled will report satisfaction with the observation of guidance services.

G. Each senior high school will contact a follow-up of study of its graduates to determine the effectiveness of the program.

V. MINIMUM STANDARDS

A. A guidance program will be offered in the nine areas identified in the State of Ohio standards in each secondary school and will be staffed at a ratio of one for every 400 students.

B. All counselors will have earned the school counselor certificate.

C. Opportunities will be provided for students in the guidance program to receive services in the nine program areas of guidance.

D. Opportunities will be provided for parents to receive consultative service related to the personal, social, educational, and career development of their children.

E. Needs of students for guidance services in a desegregated setting will be identified.

F. The guidance program will be evaluated by the Division of Guidance in cooperation with Research and Development.

VI. TIME FRAME

The district supervisor of guidance provides a recommended time frame for a sequential, developmental guidance program. The Recommended Minimum Group Guidance Program Plan provides an outline within which the school counselor plans the guidance program for the school.

Cleveland Public Schools
Division of Guidance
Recommended Minimum Group Guidance Program Plan

ACTIVITIES	Grade	September	October	November	December	January	February	March	April	May	June
Articulation	6								→	→	→
Orientation - Parent Project	7	→	→								
Interpersonal Relationships				→	→						
Career Information							→	→	→		
Test Taking - Self-Analysis	8		→	→							
Human Relations Groups or Project					→	→					
Preparing for Work - Career Planning Parent Involvement								→	→	→	
Human Relations Groups or Project	9	→	→								
Preparation for High School-Decision-Making				→	→						
Personal Career Plan						→	→				
Articulation								→	→	→	
Orientation - Parent Project	10	→	→								
Interpersonal Relationships				→	→						
Post-High School Education Information						→	→				
High School Program Plan								→	→	→	→
Self-Appraisal - Test Taking	11		→	→							
Human Relations Groups or Project						→	→				
Pre-employment Skills								→	→	→	
Preparation for Employment and Post-High Education	12		→	→							
Decision-Making -Adulthood Issues							→	→	→	→	→

On-going weekly programs are desirable; however, the plan of 15 - 20 weeks of group guidance is required. Group guidance is to be conducted through class-size groups.

Cleveland Public Schools Supplemental Services (Pupil Adjustment in Desegregated Setting, Career Education, Continuing Education-Career Preparation, and Job Development are to be utilized where available.

VII. GUIDELINES

The stated goals are accomplished through a structured, comprehensive school guidance program which provides services that result in the maximum development of each student's potential. The school program reflects services in each of the areas outlined in "Guidance Services for Ohio Schools," Division of Guidance and Testing, Ohio Department of Education:

A. Information Service provides information about educational, career and personal-social concerns.

B. Pupil Appraisal and Record Service provides assistance in identifying abilities, achievements and interests.

C. Group Guidance Service is systematically provided at each grade level to assist students in developing attitudes and values as well as gaining information for decision-making.

D. Counseling Service provides individual and small group opportunities for students to discuss their concerns and evaluate alternative courses of action.

E. Consultative Service provides staff, community, and parents with resources to help them work together for the optimum benefit of students.

F. Parent Conference Service provides parents with the opportunity for individual and group discussion of personal, social, educational, and career development of their children.

G. Resource Coordination Service provides working relationships with available school and community resources to meet the varying needs of students.

H. Placement Service provides assistance to students in making effective transitions from one level of education to another and from school to employment.

I. Evaluation and Planning Service provides a means to gather data to identify and describe characteristics, accomplishments, needs of student groups, and the effectiveness of the guidance program in achieving its objectives.

SECTION I

STUDENT RIGHTS, RESPONSIBILITIES AND DISCIPLINE

I. GOALS

Students, like all other citizens, have rights guaranteed by the Constitution of the United States, the Constitution of the State of Ohio, and other Federal and State laws.

Students attend the public schools in accordance with the laws of the State of Ohio. The Board of Education delegates to the school officials the authority and responsibility to enforce district policies, regulations, and school rules governing student conduct and behavior.

The rights of the invividual are preserved only by the protection of the rights of others. Students are responsible for the way they exercise their rights and recognize the boundaries of their rights. Students must understand that they will be held accountable for the consequences of their actions.

The Students Rights, Responsibilities and Discipline Policy of the Cleveland Public Schools provides for equal protection of the civil and human rights of each student. The policy also provides for due process in the enforcement of school rules and regulations.

In an effort to inform students of their rights and responsibilities, the Cleveland Public School System will:

A. Develop a Student Handbook which establishes policies and procedures that protect the rights of all students

B. Establish and maintain a school climate conducive to fostering mutual respect and positive human relationships

C. Ensure that every student and every staff member is informed of the spirit and meaning of the Rights, Responsibilities, and Discipline Policy

D. Ensure the uniform implementation and enforcement of the policy throughout the school district

II. REQUIRED ACTIONS

A. Prepare and adopt the Student Handbook

B. Print the Student Handbook in the English and Spanish languages

C. Distribute the Student Handbook to each school

D. Develop and implement a plan for issuing a copy of the Student Handbook to each student and to each Board employee

E. Develop and implement the plan for orientation of principals to the content of the Student Handbook

F. Develop and implement a plan for the orientation of building personnel (initial and on-going) to the content of the Student Handbook

G. Develop and implement a plan for student orientation assemblies and on-going individual and group orientation sessions pertaining to the content of the Student Handbook

H. Provide for verifying issuance of the Student Handbook and orientation participation

I. Develop forms and procedures for reporting distribution, issuance, and orientation activities

J. Monitor implementation and enforcement of the Discipline Policy

  1. Develop forms and procedures for collecting and processing data for monthly reports

  2. Establish procedures for referring students for serious misbehavior to the appropriate pupil personnel resource

  3. Establish procedures for appealing decisions involving expulsion, suspension, exclusion, and emergency removal

K. Develop forms and procedures for collecting assessment data

L. Analyze assessment data and develop a plan for corrective action for the purpose of improving the intended results of the total program

III. ROLES AND RESPONSIBILITIES

A. Deputy Superintendent, Desegregation Implementation:

  1. Prepares status reports

  2. Recommends action

  3. Identifies program assessment personnel

  4. Reviews assessment report

B. Directing Principal, Pupil Personnel Services:

  1. Develops a Student Handbook

  2. Assumes primary responsibility for assuring the implementation of all central office functions necessary to carry out required actions

3. Coordinates functions in Data Processing and Research and Development for preparing reports

4. Disseminates information and interprets the Discipline Policy by participating in workshops and school and community meetings

5. Distributes reports to designated school officals

6. Reviews disciplinary cases involving possible explusion and makes recommendation to the Superintendent

7. Monitors the implementation and enforcement of the policy by analyzing report data

8. Provides support and recommends actions for improvement

C. Principal:

1. Implements the plan for distribution of the Student Handbook to all staff and students

2. Implements the plan for the orientation of staff, students, and parents

3. Prepares and submits reports pertaining to the distribution and orientation activities

4. Monitors the implementation and enforcement of the Discipline Code

    a. Ensures fair and non-discriminatory treatment in prescribing disciplinary action to correct behavior

    b. Designs a system of keeping records of all efforts to correct behavior and any disciplinary action

    c. Prescribes disciplinary action commensurate with the misbehavior

    d. Establishes a Student Grievance Board

    e. Ensures compliance with due process

5. Makes final determination concerning suspensions

6. Prepares A-7 referrals

D. Division of Attendance:

1. Issues procedures for A-7 (behavior) referrals

2. Reviews A-7 referral letters

3. Conducts A-7 hearings
4. Informs school officials of A-7 dispositions
5. Recommends disciplinary action including explusion
6. Files complaints in Juvenile Court and Police Court
7. Acts as Clerk Treasurer's designee to receive and process data for all notices of suspension and corporal punishment

E. Teacher:

1. Assists in the issuance and orientation activities
2. Assists in the collection of assessment data
3. Utilizes the Student Handbook in establishing non-discriminatory classroom management
4. Keeps records of efforts to correct behavior and disciplinary actions taken
5. Refers incidents of serious misbehavior to the administration

F. Guidance Counselor:

1. Assists in the issuance and orientation activities, especially for new enrollees
2. Assists in the orientation of parents and community groups to the Discipline Code
3. Utilizes the Student Handbook in group guidance sessions

G. Data Processing:

1. Prepares detailed summary reports, monthly and year-to-date, of suspension and corporal punishment activity

H. Research and Development:

1. Prepares instruments to collect orientation reaction data
2. Analyzes data concerning orientation activities
3. Prepares instruments to collect assessment data
4. Prepares assessment reports

IV. CRITERIA FOR EFFECTIVENESS

A. Each student and Board employee will participate in at least one orientation session on the Student Handbook.

B. Status reports will accurately identify disciplinary actions taken.

C. At least 66 per cent of students sampled will report a positive response to the implementation and enforcement of the Student Discipline Code.

D. At least 66 per cent of school employees sampled will report a positive response to the implementation and enforcement of the Student Discipline Code.

E. At least 66 per cent of parents sampled will report a positive response to the implementation and enforcement of the Student Discipline Code.

F. Uniform implementation and nondiscriminatory enforcement of the Student Handbook will be in effect.

G. Each student and Board employee will receive a copy of the Student Handbook.

V. MINIMUM STANDARDS

A. Compliance with the Federal District Court Order will be maintained.

B. Compliance with the Ohio Revised Code will be maintained.

C. Compliance with policies of the Board of Education of the Cleveland City School District will be maintained.

D. Compliance with the Agreement between the Board of Education of the Cleveland City School District and the Cleveland Teachers Union will be maintained.

VI. TIME FRAME

See page I-7

VII. GUIDELINES

A. A functional staff philosophy that conforms to the philosophy espoused in the Student Handbook will be established.

B. The application of this philosophy will be reviewed and assessed.

C. Knowledge of the contents of the Handbook will be maintained so that interpretation is consistent with the letter and spirit of the document.

D. Opportunities will be provided for small group discussions, in addition to the all-school, or unit assemblies, on the content and meaning of the Handbook.

   1. Parents and other community leaders will assist in the orientation sessions.

   2. Student Council members will be involved in the orientation activities.

   3. Counselors and homeroom teachers will be involved in follow-up discussion activities.

E. Rules and regulations established by individual schools will not conflict with, or undermine, the official Code.

F. Consistent enforcement of the Code will be provided to induce its effectiveness.

G. Disciplinary action will be administered fairly, evenly, and expeditiously.

H. Adequate and accurate reporting of incidents of Code violations will be made. Disposition will be expedited and all parties involved will be informed of the disposition.

I. Accurate record keeping of incidents of Code violations and disciplinary action taken will be maintained.

J. Teaching staff will be encouraged to exercise their responsibility and function in helping to maintain a proper teaching-learning environment by establishing expected and acceptable standards of conduct, correcting minor incidents of misconduct, and referring the more serious incidents to the proper authorities.

VI. TIME FRAME

ACTIVITIES	Jan.	Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.
Printing of Handbook								→				
Distribution of Handbook								→	→			
Staff Orientation									→			
Student Orientation									→			
Staff Response Survey									→			
Student Response Survey									→			
Reports: Preparation Distribution												
Suspension	→	→	→	→	→	→	→			→	→	→
Corporal Punishment	→	→	→	→	→	→	→			→	→	→
Expulsion	→	→	→	→	→	→	→			→	→	→
Exclusion	→	→	→	→	→	→	→			→	→	→
A-7	→	→	→	→	→	→	→			→	→	→
Referrals												
Assessment Report							→					
Analysis of Assessment report							→					
Plan for Improvement							→					

SECTION J. STANDARDIZED TESTING

I. GOALS

The Cleveland Public Schools will maintain a program of individual and group testing that can provide a meaningful source of information about the adopted curriculum and overall student achievement. The Cleveland Public School System, therefore, authorizes a program of nondiscriminatory individual and group testing to help accomplish the following goals:

A. Identify strengths and areas needing improvement in the current curriculum and instruction

B. Compare achievement of students and student groups both within the district and with appropriate large city and national normative groups as means to evaluate student growth

C. Provide diagnostic instructional information to appropriate educational personnel about individuals and groups of students

D. Make available to parents and students information about students' performance on various test instruments

E. Provide one basis for longitudinal study of student achievement

F. Provide an ongoing inservice training program for appropriate educational personnel

II. REQUIRED ACTIONS

A. City-Wide Testing Program

1. A city-wide testing calendar will be established for the school year by the various divisions of the Departments of Curriculum and Instruction and Special Education in collaboration with the Division of Research and Development.
2. Bulletin No. 1, "City-Wide Testing Program for the School Year," will be prepared and distributed by the Division of Research and Development.
3. A bulletin of instructions will be prepared and distributed by the Division of Research and Development for every test scheduled in the city-wide testing program. These bulletins will contain the required procedures for the respective tests.
4. A processing schedule for machine-scored tests will be established by the Division of Research and Development in cooperation with the Data Processing Division.

5. Computer-generated test results of machine-scored tests will be provided to principals, department chairpersons, counselors, and classroom teachers.

6. Workshops will be scheduled to assist teachers and counselors in utilizing the printout material and interpreting the results.

7. A bulletin summarizing results of group administered tests will be prepared by the Division of Research and Development for administrative and supervisory staff.

8. Individual reports of test results will be available to parents and students.

9. A Test Review Committee comprised of school, supervisory, and administrative personnel will meet on an ongoing basis to review and monitor the city-wide testing program and testing practices, recommend revisions, and ensure maximum appropriate use of test results.

10. The standardized procedures described in the test manuals for administering a test will be carefully monitored at each school.

11. Proctors will be utilized for the testing program to support teachers' efforts to provide a reliable testing situation.

B. Individual Testing Program

1. Multifactored assessments including individual standardized tests will be provided for all children suspected of being handicapped as part of the eligibility determination for receiving special education.

2. All mandates of Public Law 94-142 (Education for All Handicapped Children), Section 504 of the Rehabilitation Act of 1973, and the Ohio State Standards for Special Education as they relate to nondiscriminatory assessment of handicapped children will be observed.

C. Teacher-Made Tests

1. Workshops will be scheduled for teachers on constructing and using reliable, valid, nondiscriminatory teacher-made tests.

2. A procedure will be maintained for continual quality control checks on teacher-made tests.

D. General

1. Workshops will be scheduled for administrators and supervisors on identifying and selecting reliable, valid, nondiscriminatory tests.

2. Students participating in the testing program will receive advance notice for appropriate preparation for test-taking.

3. Information about the purposes of the testing program and how results are to be utilized will be provided to students and their parents.

4. Practice in the use of answer sheets and following test administration procedures will be provided to students.

5. Security of test material and results will be maintained.

6. School principals will utilize at least one monthly faculty meeting per year to convey information on testing.

7. At the secondary level, departmental meetings, at least one per semester, will be utilized to convey information on testing and related assessment practices of the school program being utilized by teachers.

III. ROLES AND RESPONSIBILITIES OF AFFECTED STAFF

Staff affected by the individual and group testing program will include the following: Research and Development staff, school psychologists and other staff specialists, school principals, department chairpersons, guidance counselors, classroom teachers, subject area and special education supervisors, Systems and Data Processing personnel, and Business Department personnel.

A. Deputy Superintendent - Desegregation Implementation:

1. Prepares status report
2. Reviews recommendations of Test Review Committee
3. Allocates resources for Test Program
4. Secures recommended consultants
5. Provides leadership for installation of multifactored pluralistic assessment standards

B. Research and Development staff members:

1. Provide basic testing services such as maintaining an inventory of all tests used in the school system's testing program; distributing tests, answer sheets, and test information bulletins; maintaining a library of test specimen sets for teacher examination or use; machine-scoring of tests; providing detailed printouts following the administration of tests; monitoring of the accuracy of the scoring, checking, coding and recording test results; and maintaining a microfiche system of test records

2. Conduct an inservice training program for school staff on the use and interpretation of test data

3. Provide an inservice training program for administrators and supervisors on identifying and selecting reliable, valid, nondiscriminatory tests

4. Furnish longitudinal data on achievement and aptitude, and prepare bulletins summarizing test results for the administrative and supervisory staff

5. Provide follow-up studies regarding the validity of test items

6. Assist school staff in selection of standardized tests

7. Assist subject area supervisors in test development

8. Conduct an inservice training program for school staff on constructing and using reliable, valid, nondiscriminatory teacher-made tests

C. School psychologists and other staff specialists:

1. Evaluate individual students

2. Work with teachers and the environment toward the solution students' educational problems

3. Serve as a referral source for problems which cannot be resolved in the school system

4. Serve on evaluation and placement teams

5. Help develop individual education plans for special education students

6. Consult in bringing special skills which may be useful in upgrading the school system

D. School principals:

1. Establish conditions, consistent with the principle of standardization, that will enable each student to do his best

2. Maintain security of test booklets, manuals, and scoring keys

3. Establish the school testing schedule for the individual school within the recommended testing period

4. Assist school staff, students and parents in making appropriate interpretation of standardized test scores

5. Utilize test data to provide more effective instruction
6. Utilize at least one monthly faculty meeting per year to convey information on testing

In addition to the above responsibilities, elementary school principals:

7. Disseminate test information such as Bulletin No. 1, bulletins of instruction, and computer-generated test results to school staff
8. Check on proper recording of all standardized test data on student record cards
9. Maintain a test file of teacher-made tests and consult with teachers regarding their tests

E. Department chairpersons:

1. Maintain security for test materials for their subject areas
2. Distribute computer-generated test results to teachers
3. Utilize at least one department meeting per semester to convey information on testing
4. Assist teachers in utilizing test results to provide more effective instruction
5. Maintain a test file of teacher-made tests and consult with teachers regarding their tests

F. Guidance counselors:

1. Assist the department chairpersons and school principal in developing responses for the improvement of curriculum as test data reveal various performance levels
2. Determine ways to organize the testing program
3. Provide consultation to the school staff about appropriate administration procedures
4. Maintain security for scholastic aptitude test supplies

G. Classroom teachers:

1. Adhere to the instructions required for administering a group administered test; maintain the proper timing and monitoring control

2. Provide students with practice in the use of answer sheets and following test administration procedures
3. Provide advance notice to students regarding their testing program and information about the purposes of the program
4. Use the bulletin of instructions prepared by the Division of Research and Development in administering a test
5. Ensure that answer sheets prepared by the class are correctly done
6. Affix labels of test results on appropriate permanent record cards
7. Provide feedback to students regarding test performance
8. Adapt a diagnostic/prescriptive approach in utilizing test results
9. Refer students identified as having special needs for individual testing
10. File teacher-made tests for purpose of review and possible revision with appropriate personnel

H. Subject area and special education supervisors:

1. Assist in establishing the city-wide testing schedule for the school year
2. Assist school staff in using test information to improve instruction
3. Monitor the "content validity" of the standardized tests
4. Serve as back-up persons to selected personnel in each school in providing quality control checks on teacher-made tests

I. Systems and data processing personnel:

1. Help design answer sheets
2. Develop programs necessary to score answer sheets
3. Preslug and burst continuous test answer sheets in accordance with established program procedures
4. Process tests in accordance with established schedule

J. Business Department personnel:

1. Complete timely ordering of test material

2. Observe procedures specified in Preslug Continuous Test Answer Sheets Program

3. Package and deliver test material to schools in accordance with established warehouse delivery schedule

4. Maintain an inventory of test material stocked at the warehouse

IV. CRITERIA FOR EFFECTIVENESS

The following criteria will be utilized to determine the effectiveness of activities detailed in Part II, Required Actions and Part VI, Time-Frames.

A. Actual activities will correspond with proposed activities in Part II.

B. Proposed activities in Part VI will be implemented and completed within their specified time limits.

C. Workshop sessions will be conducted as scheduled.

D. At least 65% of the participants will express satisfaction with the value of workshop content of each session.

E. A majority of the Test Review Committee members will be present at each meeting.

F. At least 65% of the Test Review Committee members will express satisfaction with the effectiveness of committee operations.

G. Questionnaires from a random sample of teachers, department chairpersons, guidance counselors and principals will document that at least 65% of the respondents have positive perceptions about key dimensions of the city-wide testing program, such as:

- timeliness of delivery of test material and test results;

- usefulness of test results;

- sequence and scope of testing program.

V. MINIMUM STANDARDS

A. Specific assistance in appraisal methods and interpretation of test data and psychological reports will be available to all staff members.

B. Teachers will have assistance in the identification of students with special needs. Policies and procedures covering eligibility requirements for special programs and classes will be communicated to all staff members.

C. In addition to the basic testing program, evaluation instruments will be available for use in special cases related to the study of individuals or classes.

D. A schedule and outline of diagnostic measures and student evaluation will be developed with provisions made for the collection, organization, interpretation, and use of this information.

E. Teachers and other staff members will be involved in the selection of tests and in the scope of the testing program.

F. Carefully selected objective group tests, valid for the purpose for which they are selected, will be used systematically. A staff member will coordinate (a) the securing and processing of test material, (b) the proper administration of tests, and (c) the meaningful interpretation of test results.

G. Specific provivions will be made to provide assistance to teachers in test construction, and in test selection and use.

H. The adequacy of teacher-developed measuring methods will be systematically appraised.

I. The results of standardized tests and teacher-made appraisal measures will be used to evaluate both student progress and the quality of instruction.

J. A Test Review Committee will operate on an ongoing basis to review and monitor the city-wide testing program and practices.

VI. TIME-FRAMES

Time-frames for activities for Section J - Standardized Testing are presented in Charts I and II on the following pages.

VII. GUIDELINES

A. The Board recognizes that all tests provide only a limited source of information about an individual student. Information from individual and group tests will therefore be used only in conjunction with all other information known about a student in advising the student or assisting the student in improving his work.

B. Information gained through the use of individual and group tests will be used to design educational opportunities for students to better meet their individual and collective needs. The Board views such information gathering as a primary function of the public schools. Therefore, individual permission of parents will not be required for the administration of group tests. The administration of individual tests and related procedures will require informed parental consent in accordance with Board Resolution No. 35498 adopted on May 12, 1977.

C. Records of the results of individual and group tests will be maintained in accordance with the existing policy on student records.

D. Quality control will be maintained in all aspects of the testing program.

E. Standardized test results and other data on student potential and achievement will be utilized in efforts to improve instruction.

F. Objective individual and group tests which are valid for the purpose in which they are used will be utilized to measure systematically current student abilities, achievements, and aptitudes.

G. A planned program of inservice education will be developed to assist educational personnel in the proper utilization of test data. Emphasis will be placed on the curricular implications of the test data as well as on diagnosis of student strengths and weaknesses.

H. The standardized testing program will be evaluated periodically, and revised as necessary.

CHART I

STANDARDIZED TESTING TIME-FRAME

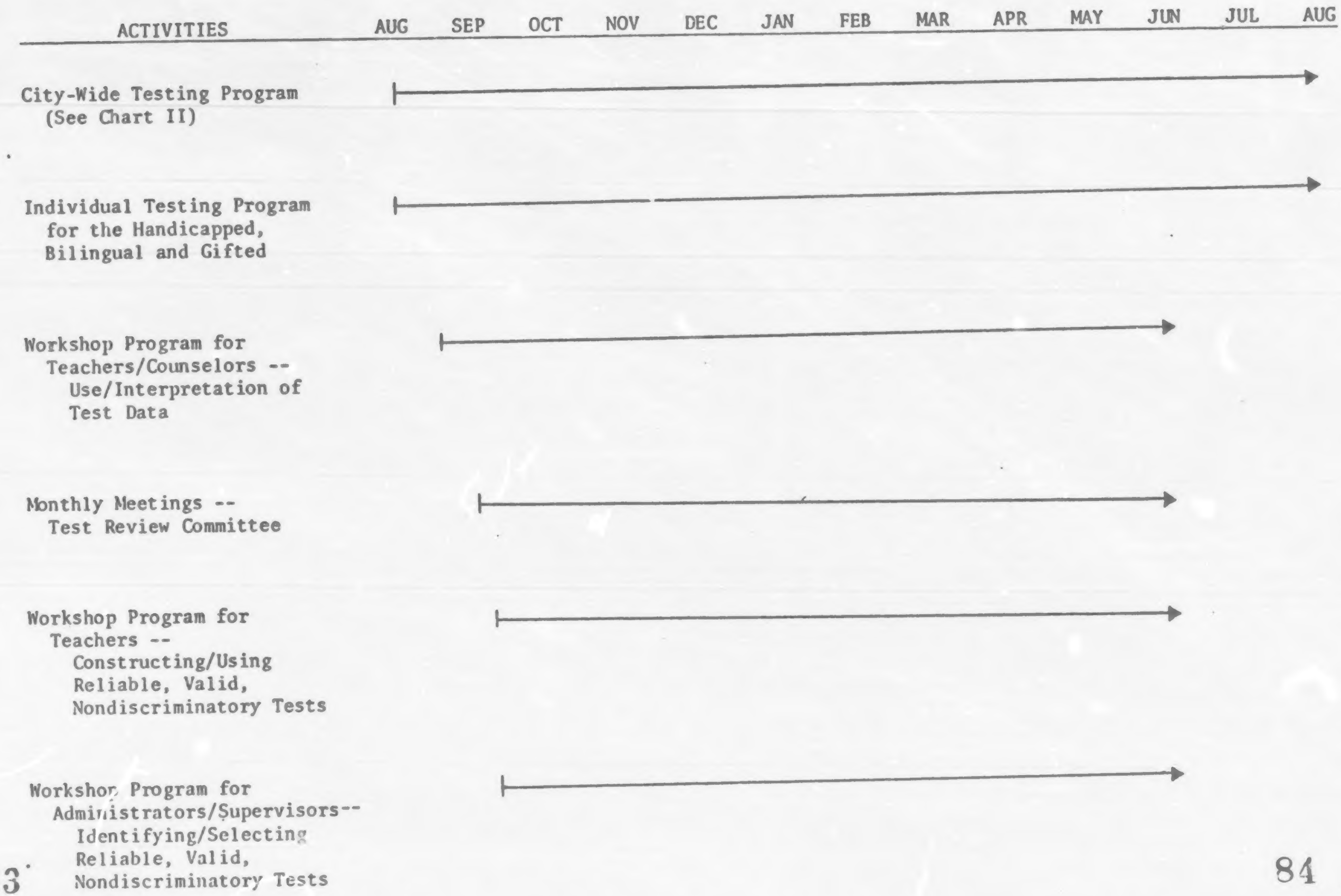
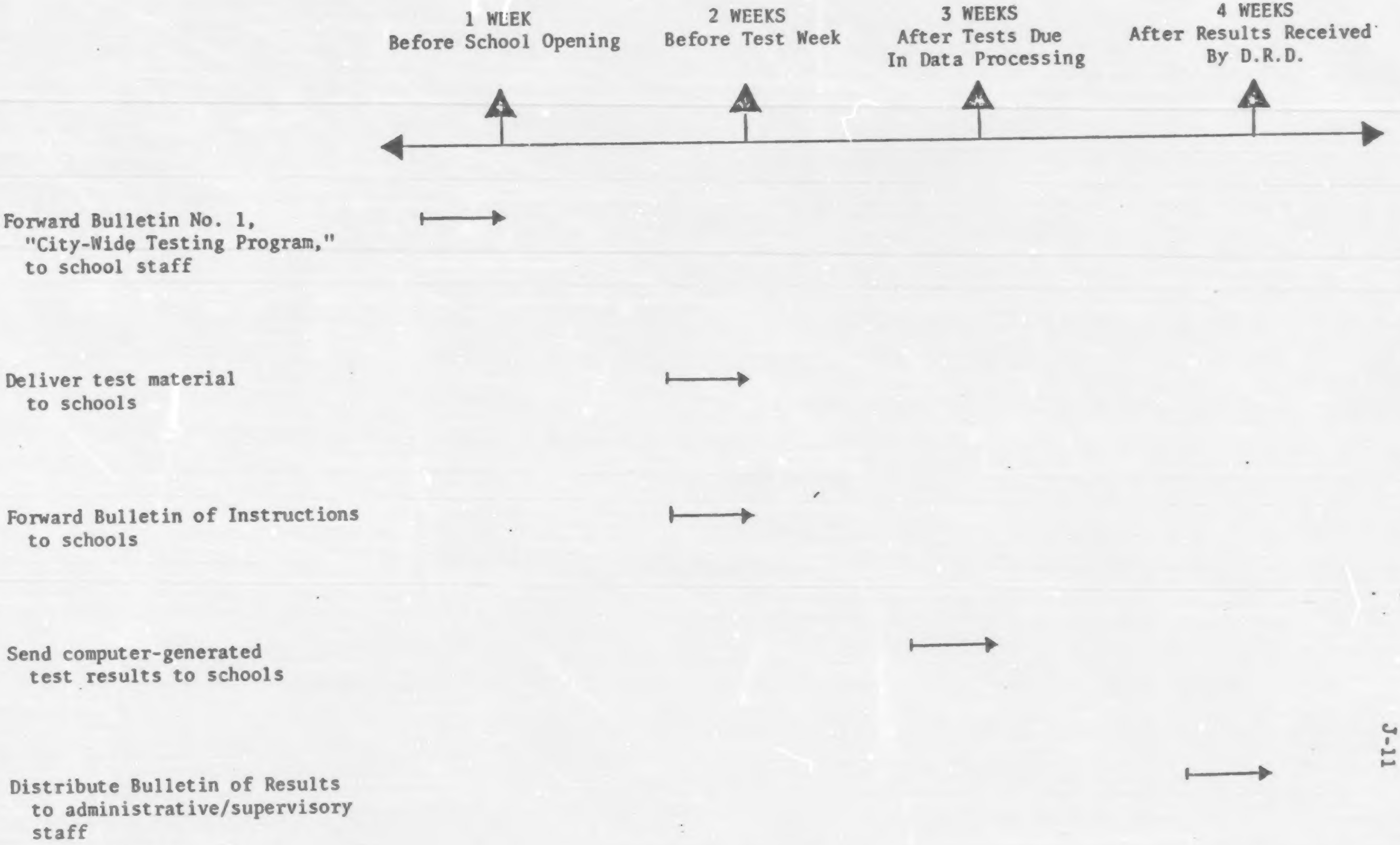


CHART II

TIME-FRAME FOR TYPICAL TEST IN CITY-WIDE TESTING PROGRAM


1 WEEK
Before School Opening
2 WEEKS
Before Test Week
3 WEEKS
After Tests Due
In Data Processing
4 WEEKS
After Results Received
By D.R.D.
Forward Bulletin No. 1, "City-Wide Testing Program," to school staff
Deliver test material to schools
Forward Bulletin of Instructions to schools
Send computer-generated test results to schools
Distribute Bulletin of Results to administrative/supervisory staff

J-11

SECTION K

ABILITY GROUPING

I. GOALS

In complying with the admonitions of the Court regarding ability grouping or tracking of students which result in segregated classes, the Cleveland Public School System will:

A. Provide equal education opportunities for all students

B. Offer a variety of programs and instructional options for students such as magnet schools and vocational offerings

C. Promote diversity in the classroom by grouping students heterogeneously

D. Eliminate placement in classes or programming that results in segregated classes

E. Avoid forming racially-identified groupings in the broad area of special education programs

F. Prevent by effective monitoring any recurrence of vertical or horizontal tracking that results in racially isolated classes

II. REQUIRED ACTIONS

A. Provide and maintain uniformity of instructional programs for schools (the Department of Curriculum and Instruction)

B. Make an assessment of course offerings and the requirements for entry into a course or program (the Divisions of Secondary Schools, Elementary Schools, and the Department of Curriculum and Instruction)

C. Develop a uniform student application procedure for all magnet schools and vocational programs (the Division of Logistics)

D. Provide computerized printouts indicating the racial composition of classes to facilitate the identification of racially isolated classes (the Division of Systems and Computer Services)

E. Establish a compliance team under the direction of the Deputy Superintendent, Desegregation and Implementation, to "spot-check" classes for adherence to Court guidelines regarding racially isolated classes

F. Set up a continuing inservice program for central staff administrators, subject area supervisors and counselors to foster techniques identifying and eliminating racially-isolated classes or programs, and providing alternatives to such groupings

G. Develop a cooperative effort on the part of the building administrators, counselors, department heads, and the Department of Special Education to avoid racial isolation of special education students

H. Schedule workshops to assist in achieving the projected goals

III. ROLES AND RESPONSIBILITES OF AFFECTED STAFF

A. Deputy Superintendent, Desegregation Implementation:

1. Prepares the status reports

2. Provides leadership and direction to the Board of Education Compliance Team

3. Promotes and fosters, through inservice training of administrative staff, an increased sensitivity toward alternatives to ability grouping or tracking

4. Approves assessment procedures

B. Assistant Superintendent, General Administration:

1. Coordinates inservice training program of central staff and in-school administrators

2. Plans the organizational meetings at the opening of schools for secondary and elementary principals, assistant principals, and counselors in accordance with the Federal Court orders on desegregation

C. Assistant Superintendent, Curriculum and Instruction:

1. Develops inservice training schedule for staff, subject area supervisors, and consultant teachers

2. Appoints a committee on ability grouping from central staff personnel

3. Reviews recommendations of Ability Grouping Committee

D. Director(s), Secondary Schools and Elementary Schools:

1. Develops schedules of, and agenda for, yearly meetings of secondary and elementary school principals

2. Receives reports of principals regarding racially isolated classes in buildings and assists in eliminating them

E. Liaison, Compliance Team:

1. Supervises Complaince Team

2. Reports on a daily basis to the Deputy Superintendent regarding class visitations and observations

3. Provides principals and school staff with recommendations based on observations resulting from classroom visits

F. Building Principal:

1. Organizes the school program to avoid the formation of racially-isolated classes

G. Guidance Counselor:

1. Informs all students of the full range of options available to them

H. Classroom Teacher:

1. Recognizes the individual differences in students' learning styles and prepares to teach students at a variety of levels using a variety of teaching techniques

IV. CRITERIA FOR EFFECTIVENESS

A. All students will be given information of programs available to them at the appropriate grade level.

B. Classroom groupings will fall within the recommended range of plus or minus 15 per cent of the grade level composition in the school.

C. The Compliance Team of the Cleveland Public Schools will provide continual spot-checks at building level to ensure the absence of discriminatory ability grouping or tracking and of other desegregative practices.

D. All administrative staff will receive inservice training in the area encompassed by Status Report K Ability Grouping.

E. Admission to all magnet schools and vocational programs will be made on a uniform basis.

✓F. All special education classes will be formed in accordance with federal and state standards.

G. At least 65 per cent of the Ability Grouping Committee will express satisfaction with the effectiveness of the committee operations.

H. At least 65 per cent of the participants in the workshop training sessions will express satisfaction with the value of the training sessions

V. MINIMUM STANDARDS

A. The inservice needs of central staff administrators, of in-school administrators, and of counselors for training in alternatives to ability grouping (homogeneous) will be met.

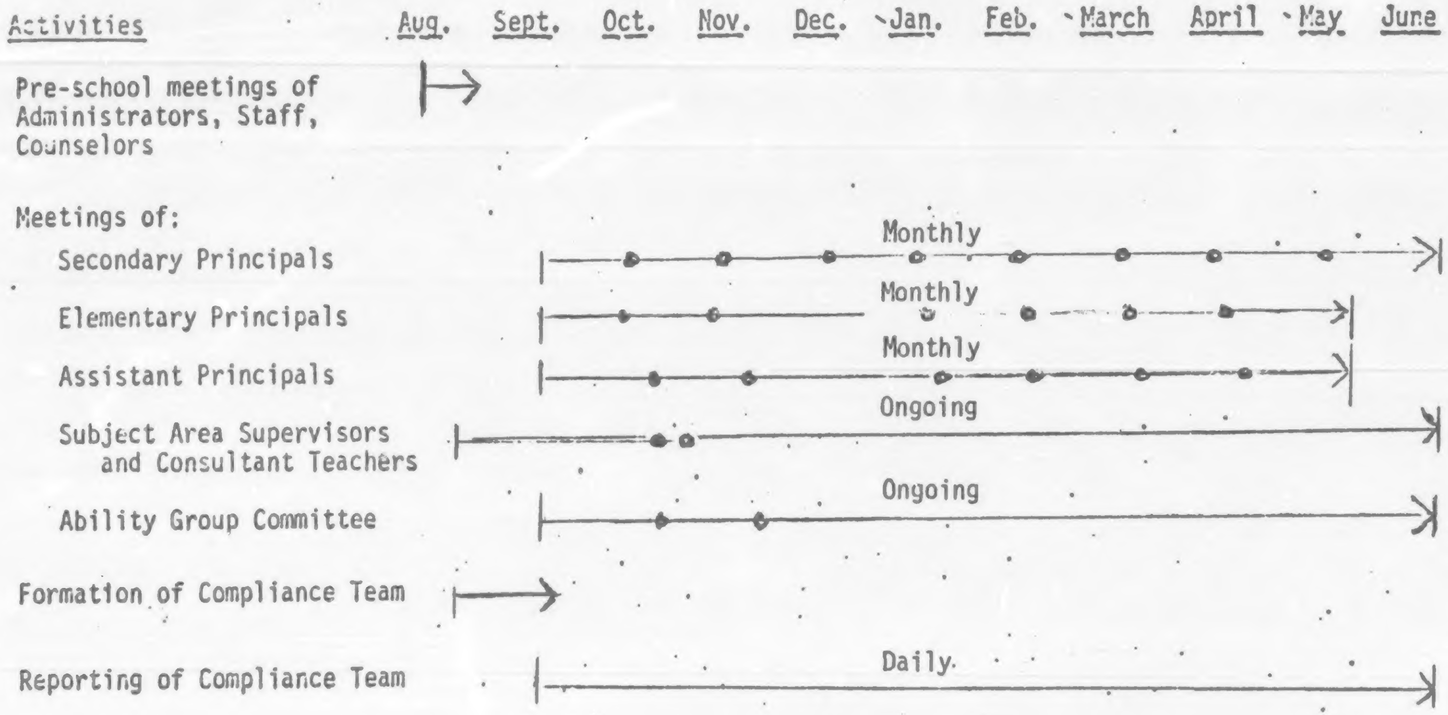
B. Outside consultants with specific expertise in alternatives to ability grouping such as peer tutoring, heterogeneous grouping, and team teaching will be utilized.

C. Assistance will be given to the in-school administrator/counselor in constructing the master program to avoid the formation of racially-isolated classes.

D. The Compliance Team will monitor classes on an on-going basis to detect violations of Court orders, and to prevent the recurrence of such practices.

VI. TIME FRAME

The Assistant Superintendent, General Administration, coordinates a sequential, developmental inservice program for administrators, subject area supervisors, consultant teachers and counselors which will meet Court guidelines on "ability grouping."



VII. GUIDELINES

A. The principal will provide for the effective placement of students sharing this responsibility both with the parents who must understand and accept the groupings as what is best for the individual student, and with the teachers and other staff members who must tailor the instruction to the individual needs of the students.

B. Flexibility in the grouping of students must be exercised on all levels of instruction to accommodate the varying levels of individual excellences and deficiencies in the diverse activities of the school day.

C. The assistance of the Cleveland Public School Systems and Computer Services will be utilized in the effective placement of students and in the reporting of the racial composition of classes.

D. A planned program of inservice training will be set up to assist all administrative, staff, and counselor personnel in the desegregative techniques related to the groupings of students to avoid racially-isolated or resegregated classes .

E. The Ability Grouping Committee will disseminate promising practices in the grouping of students generated from informational input of consultants, other desegregated systems, and a careful perusal of pertinent literature .

SECTION L. STUDENT EXTRACURRICULAR ACTIVITIES

I. GOALS

Student Extracurricular Activities conducted in a desegregated setting in the Cleveland Public School System will observe the following as program goals:

A. Plan and implement a comprehensive extracurricular activity program for each elementary and secondary school involved in the desegregation effort

B. Provide the opportunity for, and encourage the participation of all students in meaningful enrichment, recreative and social learnings on a non-discriminating and desegregated basis

C. Design and initiate co-curricular activities which reduce minority group isolation and promote integrated group participation and cooperation

D. Design elementary and secondary school extracurricular activity programs unique and suitable to the needs and interests of the student population to be served, based upon the capabilities and resources available within the school to meet those unique needs

II. REQUIRED ACTIONS

A. Develop the individual school program, under the direction of the building administrator, with a committee representative of the school population (administrators, teachers, students, and parents) to include philosophy, organizational plan, goals and objectives, requirements and procedures, and types of activities

B. Select the staff to participate actively in the program committed to program philosophy goals and objectives

C. Organize and conduct all activities in order to involve all students without regard to race, sex, or academic achievement of participants, in meaningful recreative and social learnings on a non-discriminatory basis

D. Conduct periodic student surveys or questionnaires in order to provide suggestions for activities which accommodate the needs and interests of the students

E. Make all students aware of school sponsored activities and encourage them to take an active part

F. Schedule activities at times that allow for participation by all students

III. ROLES AND RESPONSIBILITIES OF AFFECTED STAFF

A. Deputy Superintendent, Desegregation Implementation:

1. Provides leadership in the implementation of a comprehensive desegregated Student Extracurricular Activities Program for the Cleveland Public School System

2. Secures and reviews the allocation of necessary resources for implementing the Student Extracurricular Activities Program

3. Prepares status reports which document completion of essential tasks mandated by the Remedial Order

B. Program Manager and Supportive Staff:

1. Administer the total Student Extracurricular Activity Program district-wide and at the local building level

2. Develop and implement policies, rules, and regulations in accordance with Federal Court mandates and school board policies

3. Communicate with all principals, supervisors, and teaching staff concerning program goals, objectives, and evaluation procedures

4. Provide inservice and leadership training programs for building activity directors and teacher-sponsors involved in the conduct and operation of the total program

5. Plan, organize, and conduct meetings of district-wide student advisory councils

6. Coordinate district-level student participation in special activities such as: cluster events, field trips, workshops, and seminars

C. Principals:

1. Identify qualified instructional staff members to serve as building activity director and teacher-sponsors

2. Select a committee to establish operational guidelines for the Student Extracurricular Activity Program

3. Develop the method of selection and identification of the building level student advisory council and conduct meetings with council on a regular basis

4. Provide information and feedback to the program manager concerning effectiveness of program and areas of concerns

5. Administer, authorize, and approve all funds and expenditures connected with the Student Extracurricular Activity Program

D. Building Activity Director:

1. Coordinates the schedule of activities and projects within the school which involve multiracial student groups

2. Reports to the building principal on all matters pertaining to the Student Extracurricular Activities Program

3. Recruits and works cooperatively with faculty-sponsors to establish and continue an ongoing program of student involvement and participation in co-curricular activities

4. Conducts meetings with appropriate staff, student advisory committee, and administration concerning progress, evaluation, and special needs of the Student Extracurricular Activities Program

5. Maintains appropriate records to document activities, staff and student participation, evaluation, and data summaries

6. Attends district-wide meetings, workshops, and inservice sessions as required

E. Teacher-Sponsors of Extracurricular Activities:

1. Establish the goals and objectives for the ongoing extracurricular activity to be offered to students

2. Conduct the specific activity throughout the scheduled time period and within the operational rules and guidelines of the overall school program

3. Plan and conduct activity sessions for multiracial student groups which focus on exploration, development, and expansion of students' cognitive, affective, motor, and aesthetic skills as well as the social skills which foster positive interaction and group involvement

4. Provide proper supervision of students with attention to safety and security needs

5. Attend meetings and inservice sessions as required

6. Participate in the evaluation process

IV. CRITERIA FOR EFFECTIVENESS

A. All schools will offer a Student Extracurricular Activity Program consisting of an intramural program and various other activities of interest to students.

B. A student advisory council will be established in every secondary school and meet on a regular basis with program personnel.

C. A total of 75% of the students surveyed and who are participating in the Student Extracurricular Activities Program will express a positive reaction to the program and the activities offered, as reflecting their interests.

D. Student participation in the program will reflect the racial composition of the school.

E. A total of 65% of the administrators, teachers, and parents sampled will indicate support for the program.

F. A total of 65% of the students surveyed will indicate that the program enhanced the interaction of student groups.

V. MINIMUM STANDARDS

A. A program of Student Extracurricular Activities will be established in every school facility. All students in grades one through twelve will be eligible to participate.

B. A staff of certified teacher personnel will be provided to establish and conduct the Student Extracurricular Activity Program at the local building level as an extension of the regular school curriculum.

C. Inservice education will be provided for building activity directors and teacher-sponsors of extracurricular activities.

D. Opportunities will be provided for all students to receive information about the extracurricular activity program.

E. Students will be given an opportunity to suggest the various types of activities to be included in the total program, and in turn may select the activities they wish to engage in.

F. A student advisory council will be established in each secondary building and will assist the school administration, building activity director, faculty, and other students in establishing and maintaining harmonious student interaction and participation.

G. The activities to be conducted under the Student Extracurricular Activity Program will be evaluated to determine program effectiveness in providing a sequence of activities and balanced maintenance of racial composition.

VI. TIME FRAME

STUDENT EXTRACURRICULAR ACTIVITIES

ACTIVITY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Workshop, inservice sessions for Building Activity Directors in preparation for implementation of student extracurricular activity program in all buildings.	⟷										
Building Activity Directors, School Administrators, Faculty Activity Sponsors develop individual school plans for student extracurricular activity program	⟷	⟷									
Fall term, student extracurricular activity program - ongoing, September-November		⟷	⟷	⟷							
Selection of Building Level Student Advisory Council, Secondary Schools. Bi-weekly meetings with Program Personnel		⟷	⟷	⟷	⟷	⟷	⟷	⟷	⟷	⟷	⟷
Monthly meetings of District Level Student Advisory Committee with Deputy Superintendent and other program administrators.		⟷	⟷	⟷	⟷	⟷	⟷	⟷	⟷	⟷	⟷
Winter term, studen extracurricular activity program ongoing, December-February					⟷	⟷	⟷				
Spring term, student extracurricular activity program ongoing, March-June								⟷	⟷	⟷	⟷

- The local building program of student extracurricular activities will encompass a schedule of three terms, Fall, Winter, Spring, each of 10 weeks duration. This arrangement will provide a variation in number and scope of activities from which the students may select.

- Interschool cluster activities planned for district-level involvement will be conducted on a seasonal basis and will include such events as: sports days, fine arts events, club/activity tournaments, symposiums, and seminars to be initiated at the elementary, junior high, and senior high school levels.

VII. STUDENT EXTRACURRICULAR ACTIVITY PROGRAM GUIDELINES

A. The Student Extracurricular Activity Program will be considered an expansion of the instructional curriculum and the means through which participating students fulfill growth, development, and behavioral needs.

B. Activities selected for students' participation will foster the physical, mental, emotional, and social development of the individual as well as those whose prime focus will be the lessening of minority group isolation.

C. Participation in athletic, intramural, and all other extracurricular activities sponsored under the auspices of the school shall be based on eligibility criteria that are non-discriminatory and racially neutral and shall be open and available to every student enrolled in the school.

D. All policies, rules and regulations governing the student extracurricular activity will be developed as a cooperative effort of the building activity director, teacher sponsors, and student advisory council. These are endorsed by the school administration and are publicized to all students enrolled in the school.

E. Program evaluation while the direct responsibility of the building activity director will rely heavily on student input and reaction.

F. The yearly, ongoing program of Student Extracurricular Activity Program should encompass a wide range of student interests. Interest groups may be formulated as an outgrowth of each subject discipline within the school curriculum as well as intramural sports, school service organizations, and miscellaneous hobby and club groups.

G. Activities selected should be those which contribute to the exploration, development, and expansion of students' cognitive, affective, motor, and aesthetic skills as well as those social learnings and skills developed through group involvement.

H. Finances to support and maintain the Student Extracurricular Activity Program shall be authorized and approved by the principal.

I. Salary differentials paid to building activity directors and activity sponsors shall be Board of Education approved and consistent with negotiated agreements.

J. Written policies and accounting procedures governing expenditures for activity supplies should be established.

K. The Student Extracurricular Activity Program should be scheduled within the operational hours of the school day and such time as all students using bus transportation are available on school premises in order to involve as many participants as possible.

M. Use of appropriate and available school facilities should be planned cooperatively with all involved personnel to ensure maximum usage.

N. Available community facilities and resources should be considered for use to augment and expand the school program operation.

O. If transportation requirements are needed in the conduct of the Student Extracurricular Activity Program, board authorized vehicles should be requested and authorized through the appropriate channels.

P. Parental permission forms are required of all students who participate in extracurricular activities conducted away from school premises.

Q. At all times provision for safety, security and proper supervision of students must be maintained. The legal responsibility for the welfare of the student participant will rest with the faculty sponsor of the activity engaged in by the students.

R. The age, maturation, interests, and needs of the students must be a prime factor in the consideration of activities to be offered.

S. Any costs incurred by the individual student participant are kept to the minimum to ensure that a majority of students may participate without undue financial burden.

Section N - SCHOOL CLOSING AND FACILITY USAGE

I. GOALS

The issue of school closure is of utmost importance to the Cleveland City School District. Factors such as court mandates for desegregation, urban flight, diminishing financial resources, soaring operational costs, and declining enrollments compound the issue. To alleviate undue financial strain, the Cleveland Public School System will:

A. Reduce operating costs by operating buildings at 85% capacity and by closing those buildings that would not interfer with the court mandated desegregation guidelines or jeopardize sound educational programs.

B. Reduce excessive building capacity by maintaining only those buildings which house an enrollment of at least 300 students.

II. REQUIRED ACTIONS

To achieve these goals the Cleveland Public School System will:

A. Create an Education and Facilities Evaluation Committee consisting of:

1. Deputy Superintendent, Desegregation Implementation
2. Assistant Superintendent, General Administration
3. Assistant Superintendent, Department of Curriculum and Instruction
4. Director of secondary education
5. Director of elementary education
6. Directing principals (three elementary districts)
7. Business manager
8. Representative of the Cleveland Teachers Union
9. Representative of the Cleveland Council of Administrators and Supervisors
10. Representative of the City of Cleveland Planning Commission
11. Four representatives from the Greater Cleveland Growth Association
12. Parent representative from each high school cluster
13. Two representatives from Cleveland Council, PTA.
14. Two representatives from the Greater Cleveland Interchurch Council.
15. Two representatives from the Federation for Community Planning.

B. Direct the Education and Evaluation Committee to review current literature concerning school closure and report to the Board regarding innovative recommendations.

C. Analyze the projected school enrollment in proportion to building capacity and usage.

D. Evaluate recommendations made by the Education and Facilities Committee for alternate uses of vacated buildings.

E. Analyze impact of previous school closings on school population and the community.

F. Disseminate information to the community as quickly as possible.

III. ROLES AND RESPONSIBILITIES OF AFFECTED STAFF

A. The Cleveland Board of Education:

1. Maintains all state standards for educational programs and facilities
2. Makes ultimate decision for specific school closures
3. Ensures a sound fiscal management of operating costs and expenditures

B. The Superintendent:

1. Makes recommendation to the Board of Education based on a review of the Annual Report
2. Makes recommendations for specific school closures based on the input from the Deputy Superintendent and the Education and Facilities Evaluation Committee.
3. Reviews fiscal management procedures and issues recommendations to decrease operating costs

C. The Business Manager:

1. Analyzes data for the Annual Report
2. Protects and secures the building sites
3. Initiates process for selling vacant buildings
4. Moves equipment and supplies

D. The Deputy Superintendent, Desegregation Implementation:

  1. Reviews recommendations from the Education and Facilities Evaluation Committee
  2. Prepares status reports concerning school closings and facility usage
  3. Reviews Annual Report
  4. Assures that all school closings are in accordance with Court-mandated desegregation guidelines

E. Education and Facilities Evaluation Committee:

  1. Issues recommendations concerning school closures
  2. Suggests alternate uses of vacated buildings
  3. Secures assistance from national consultants in the area of school closure
  4. Issues joint recommendations from the committee and the consultants
  5. Disseminates information to the community

IV. MINIMUM STANDARDS

A. All regulations involving educational programs and facility utilization will be in accordance with state standards.

B. The Cleveland Public School System will attempt wherever feasible to utilize buildings at 85% capacity.

C. Elementary School enrollments per building will be maintained at 300 or more students.

D. Secondary Schools enrollment per building will be maintained at 500 or more students.

V. CRITERIA FOR EFFECTIVENESS

A. Court mandates regarding desegregation and subsequent school closure will be followed.

B. Those schools which are under utilized will be targeted for closure.

C. Operating costs will be significantly reduced.

D. Federal funding and grants for renovation of vacated structures will be instituted as monies become available.

VI. TIME FRAME

ACTIVITIES	September	October	November	December	January	February	March	April	May	June	July	August
Analyze present computer programs for enrollment projection by school	—	●										
Modify programs to produce enrollment projection by residential zone	—	●										
Prepare Enrollment and Racial Source Data for Computer Assisted Data Entry	—	—	—	●								
Test computer programs	—	—	—	●								
Run tentative projection by residential zones	—	—	—	●								
Annual Report Inventory of current school building, age, condition, location, repairs, possible alternate, uses listed	—	—	—	—	—	●						
Schools targeted for closing listed, dissemination of information to the community	—	—	—	—	—	—	—	●				
Final information disseminated to the community	—	—	—	—	—	—	—	—	—	●		

NOTE:

Phase II Time Frame establishes April 1, 1980, as a deadline for identification of schools for closing.

VII. GUIDELINES

A. All school closures will be in accordance with the mandates of the Court for desegregation implementation.

B. No school cluster will be subjected to a disproportionate number of school closures within that cluster.

C. The school system will reduce operating cost through utilization of facilities at 85% or more capacity.

D. Alternate uses of buildings will be studied and action initiated where it is economically feasible to do so.

SECTION O STAFF ASSIGNMENTS

I. GOALS

The personnel employed by the Cleveland Public School System are an important resource for conducting a quality learning program. The learning program will function best when it employs highly qualified personnel and establishes policies and working conditions which enable each staff member to make the fullest contribution to district programs.

In an effort to secure the staff necessary to assure a quality educational program, the Cleveland Public School System will:

A. Develop and implement those strategies and procedures for personnel recruitment, screening, and selection that will result in employing the best available candidates: those with the highest capabilities, strongest commitment to quality education, and greatest probability of ensuring a high level of instruction to the students of the Cleveland Public Schools

B. Develop and implement the assignment strategies and procedures necessary to implement the Remedial Order with the Desegregation Plan of the Cleveland Public School System

   1. Reassign those persons currently employed by the school system and who possess the necessary skills and expertise to those positions created to implement the desegregation plan

   2. Develop and implement those strategies and procedures necessary to employ staff with specialized expertise in order to accommodate special needs which cannot be met by certificated personnel within the school system

II. REQUIRED ACTIONS

A. Conduct a program of extensive recruitment at colleges and universities to attract highly qualified and competent applicants for positions in the Cleveland Public Schools, i.e., college visitations, newspaper and other media advertising, and the use of professional placement agencies

B. Establish and maintain a personnel applicant file for use in filling vacancies in the Cleveland Schools

C. Ascertain and verify the formal educational requirements and previous work records of all applicants, and evaluate them according to the standards prescribed for employment in the Cleveland School System

D. Plan staff needs for individual schools based on pupil enrollment data from the Division of Student Logistics

E. Hold conferences with principals

F. Hold conferences with supervisors

G. Provide the Division of Personnel with list of openings for purposes of employment

H. Implement the plan for meeting staff needs

I. Hold conferences with teachers

III. ROLES AND RESPONSIBILITIES OF AFFECTED STAFF

A. Deputy Superintendent, Department of Desegregation Implementation:

1. Provides leadership in personnel matters which pertain to desegregation implementation
2. Reviews recommendations of personnel staff
3. Allocates the resources necessary for staff assignments in the Department of Desegregation Implementation
4. Prepares status reports

B. Personnel Supervisor:

1. Communicates with appropriate supervisors and department heads regarding staffing needs, job descriptions, and qualifications
2. Posts vacancies as provided for in employee bargaining agreements
3. Arranges for and conducts appropriate personal interviews
4. Identifies candidates for positions in concert with affected supervisors and department heads
5. Submits names of candidates selected to the Superintendent for recommendation to the Board of Education
6. Sends notices of assignment to the candidates approved for employment

C. Director(s) of Elementary and Secondary Schools:

1. Advises principals regarding policies and procedures in situations related to the assignment of teachers
2. Confers with and directs the supervisors of organization on all assignment, reassignment, and transfer of teachers
3. Communcates with principals, supervisors, and department heads regarding staffing needs, job descriptions, and qualifications

4. Receives and coordinates requests from principals regarding staffing needs

5. Provides direction, assistance, and supervision to the elementary school directing principals

D. Supervisor(s) of Organization:

1. Receives and coordinates principals' staffing needs

2. Receives and coordinates directives from Directors of Elementary and Secondary Schools relative to staffing strategies

3. Notifies teachers, principals, and supervisors concerning transfers and assignments of non-administrative certificated personnel assigned to schools

4. Maintains records pertaining to above duties

E. Personnel Supervisor, Department of Desegregation Implementation:

1. Reports to Deputy Superintendent and directing supervisor, Division of Personnel

2. Communicates with respective supervisors or division heads regarding:

    a. staffing needs

    b. job descriptions and qualifications

3. Submits information to the directing supervisor of personnel for approval, preparation, and dissemination of a job posting throughout the school system

4. Receives and acknowledges all correspondence and inquiries regarding posted positions

5. Arranges for and conducts appropriate personal interviews

6. Identifies candidates for positions in concert with requesting supervisors or division heads

7. Communicates and coordinates desegregation staff assignments with the elementary and secondary supervisors of organization

8. Sends letters of notification and regret to those applicants not identified for a specific position.

9. Follows customary procedures for employment of desegregation personnel as necessary

10. Verifies any and all staff positions and/or staff additions with ESAA Project Coordinator

11. Reports weekly by means of status reports regarding requested and filled, or requested and unfilled staff positions in the Department of Desegregation Implementation

IV. CRITERIA FOR EFFECTIVENESS

A. The Division of Personnel will contact at least five teacher training institutions each month for the purpose of obtaining candidates for unfilled positions.

B. Prior to the end of the first full week of October, staffing will comply with State-recommended standards for the ratio of teachers to pupils.

C. At least 90 per cent of teachers will demonstrate job satisfaction as indicated by a teacher turnover rate of less than 1 in 10.

D. The staff in each school will meet the court-mandated guidelines concerning racial balance.

V. MINIMUM STANDARDS

A. The Cleveland Public School System will comply with all statutes and regulations governing teacher certification, civil service provisions, and other applicable licensing requirements.

B. An active recruitment program will be conducted involving the various teacher training institutions in Ohio in an effort to employ new teachers.

C. The Cleveland Public Schools will disseminate information concerning vacancies and employment opportunities to colleges and universities approved for teacher education.

D. Postings of vacancies will be disseminated throughout the system as provided in employee agreements.

E. New employees will be oriented in school system policies and practices as well as the duties and responsibilities of their new position.

VI. TIME FRAME

See page O - 6.

VII. GUIDELINES

A. The Cleveland Public School System will assign non-administrative personnel to the elementary and secondary schools in accordance with existing statutes and constraints:

1. United States District Court Order concerning staff desegregation
2. The budget of the school district
3. State of Ohio Standards and Regulations

4. Agreement between the Cleveland Board of Education and the Cleveland Teachers Union

5. Title I comparability standards

6. North Central Association of Secondary Schools and Colleges standards

7. Cleveland Board of Education policy

B. The Cleveland Public School System will employ, assign, and promote staff without regard to race, religion, sex, handicap, or age in accordance with Federal and State statutes governing equal employment opportunities.

C. A record will be maintained regarding staff assignment activities for both the Federal Court and the Office of Civil Rights.

VI. TIME FRAME

ACTIVITIES	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
College Recruitment	—	—	—	—	—	—	—	—	—	—	—	→
Applicant File	—	—	—	—	—	—	—	—	—	—	—	→
Ascertain, verify, and evaluate applicant records	—	—	—	—	—	—	—	—	—	—	—	→
Plan staff needs for individual schools		—	→									
Principal conferences				—	→							
Supervisor conferences						→						
List of opening to Division of Personnel	—	—	—	—	—	—	—	—	—	—	—	→
Implementation of staffing plan							—	→				
Teacher conferences (as requested)	—	—	—	—	—	—	—	—	—	—	—	→

SECTION P - USE OF EXPERTS

I. GOALS

The program to use outside experts in the process of implementing desegregation in the Cleveland Public Schools will focus on the following:

A. Improve the quality of desegregation planning

B. Infuse the experience of other school systems and educational institutions

C. Enrich the educational program

D. Reinforce the efforts of status report section heads and division heads

II. REQUIRED ACTIONS

A. Assess the needs of status report section heads and other persons with responsibilities in the desegregation process for which expertise is not available within the school system

B. Identify persons outside the school system with expertise in area of identified need

C. Develop work statements for services to be provided by outside experts

D. Contract persons to deliver services as needed to implement the desegregation process

E. Verify and evaluate the services rendered by the outside experts in relation to contracted work statements

F. Process payment to outside experts for services rendered within the appropriate fund and budget categories

G. Report to Court monthly the experts utilized by desegregation task, scope of work done, and duration of experts' retention

III. ROLES AND RESOURCES

A. Deputy Superintendent, Desegregation Implementation:

1. Provides leadership

2. Secures recommendations of section and division heads

3. Allocates necessary resources to effect the services of outside experts

4. Authorizes contracts and requests for payment
5. Prepares status reports

B. Section/Division Head:

1. Assesses needs
2. Identifies persons to fill needs
3. Writes specific work statements for services to be delivered by the expert
4. Transmits needs, work statements, dates, fund and budget numbers, and lists of participants to Office of the Deputy in order for initial contact to be made with identified outside expert
5. Plans with outside expert the details for delivery of service -- time, location, equipment needed.
6. Verifies that services have been delivered as contracted by forwarding invoice to Office of the Deputy.
7. Evaluates the services provided by the outside consultant

C. Office of the Deputy Staff:

1. Administers needs assessment instrument
2. Tabulates needs assessment results
3. Coordinates needs assessed with experts identified
4. Determines availability of identified outside expert of the requested services
5. Contracts for services with outside expert
6. Forwards signed contract to ESAA office for processing (Fund 34) or prepares resolution for Board of Education agenda (Fund 12)
7. Obtains verification of outside expert services (Consultant Invoice) from section or division heads
8. Obtains evaluation of outside expert service from division heads
9. Initiates request for payment for services rendered

D. ESAA Project Director:

1. Verifies fund and budget numbers to be correct
2. Certifies that ESAA funding is available
3. Obtains authorization signature
4. Forwards contract and request for payment to finance department

E. Finance Officer:

1. Certifies that funds are available
2. Presents contracts and invoices to the Board of Education
3. Processes and issues payments

IV. CRITERIA FOR EFFECTIVENESS

A. All section and division heads will assess their needs for the services of outside experts to implement desegregation and report their needs on a needs assessment instrument.

B. All section and division heads will demonstrate evidence of planning for desegregation through assessment of their needs for the services of outside experts.

C. All needs will be communicated to the Office of the Deputy as section and division heads identify problem areas.

D. All requests for use of outside experts will be accompanied by:

1. Work statements detailing specific services needed
2. Number of days that services will be required
3. Tentative dates for which services will be requested
4. Intended audience to receive services
5. Appropriate fund and budget number to charge services

E. The delivery of all services according to the contracted work statement will be verified by the section or division head.

F. All outside experts will be evaluated by section and division heads to be at least "satisfactory" on a scale of "excellent," "satisfactory," or "unsatisfactory" in order to be contracted for further services.

V. MINIMUM STANDARDS

A. All section and division heads will have the opportunity to assess their needs and identify outside experts to assist in the desegregation process.

B. A process will be implemented by which services of outside experts may be obtained.

C. Services of outside experts will be provided as needs are identified by section and division heads.

D. Service will be delivered by outside experts as described in the contracted work statement.

E. Services of the outside experts will be evaluated by the section and division heads.

VI. TIME FRAME

<table>
<tr><th>ACTIVITIES</th><th>Sept.</th><th>Oct.</th><th>Nov.</th><th>Dec.</th><th>Jan.</th><th>Feb.</th><th>Mar.</th><th>Apr.</th><th>May</th><th>June</th></tr>
<tr><td>A. The needs of all section and division heads will be assessed during the first month of each semester.</td><td>→</td><td></td><td></td><td></td><td></td><td>→</td><td></td><td></td><td></td><td></td></tr>
<tr><td>B. Outside experts will contracted as needs are identified on an ongoing basis.</td><td colspan="10">Ongoing →</td></tr>
<tr><td>C. Monthly reports will be made to the court regarding the experts utilized, desegregation task, scope of work, and duration of retention.</td><td>→</td><td>→</td><td>→</td><td>→</td><td>→</td><td>→</td><td>→</td><td>→</td><td>→</td><td>→</td></tr>
</table>

VII. GUIDELINES

A. ESAA regulations will govern the use of outside experts funded by ESAA (Fund 34).

B. Board of Education regulations will govern the contracting and payment of outside experts.

SECTION Q. STAFF DEVELOPMENT

I. GOALS

The Staff Development Program in support of desegregation has the following goals:

A. Provide opportunities for certified and noncertified staff for growth in human relations skills in teaching and working in a desegregated setting

B. Support efforts of certified and noncertified staff in establishing a positive educational environment through consultant assistance, training programs and materials

C. Enlist and support the planning capabilities of staff through organization of principal-led teams or other mechanisms chosen by the school

D. Acquaint through the Classroom Management Program selected teachers from schools impacted by desegregation with a planning process model that will improve classroom instruction

II. REQUIRED ACTIONS

A. Develop and execute the Staff Development/Human Relations/Classroom Management ESAA Proposal and other plans for action

B. Coordinate and design human relations and multicultural training for all staffs throughout the Cleveland Public School System

C. Coordinate inservice training in the areas of human relations, multi-ethnic awareness, and classroom management skills to insure that school staffs possess the capabilities needed to resolve desegregation and other implementation problems, leading towards quality integregation

D. Organize a formalized mechanism to insure each impacted school staff can identify and resolve staff development needs on a continuous basis

E. Execute training of selected staff members who serve as the primary coordinating staff development training agents for each elementary, junior, and senior high school

F. Coordinate efforts in utilizing the expertise and skills of subject supervisors to plan and design work sessions to meet prioritized needs of supervisory staff in the areas of human relations, multicultural, and classroom management skills

G. Develop training packets designed in collaboration with individual schools expressed needs to resolve local and other assessed needs

H. Conduct periodic school needs assessments

I. Provide a multiplicity of instructional audio-visual materials and consultants for staff utilization and professional growth

J. Coordinate and evaluate the utilization of outside resource consultants

K. Assist school certified and noncertified personnel in resolving individual school desegregation implementation concerns and other assessed needs

L. Assist individual school faculties in designing training packets to meet their own stated school needs

M. Coordinates informational presentations developed to disseminate information concerning services provided by Staff Development

N. Disseminate information relative to the Staff Development model for delivery of inservice programming throughout the Cleveland Public School System

III. ROLES OF AFFECTED STAFF

A. The Deputy Superintendent, Desegregation Implementation:

1. Prepares weekly status reports which document completion of essential tasks

2. Provides leadership for Staff Development

3. Allocates resources for Staff Development

B. Principal:

1. Coordinates the selection process of the Principal-led team members or other mechanism for planning and implementing staff development

2. Is supportive of all staff development training programs designed and implemented at the building and city-wide level

3. Encourages participation by all staff in the assessment of building needs and involvement in designed problem solving techniques

4. Works cooperatively with and utilize the service of the Staff Development Resource Teacher and Classroom Management Consultant

5. Systematically monitors and evaluates the Principal-led Team/Staff and Staff Development Resource Specialist in their attempts to solve problems and implement positive changes in the school climate

C. Staff Development Training Program Manager:

1. Executes the mandates of the Deputy Superintendent
2. Coordinates and manages effectively and efficiently the Staff Development Program
3. Coordinates the determination of staff development needs, training objectives, designing, and evaluating program efforts at the building and city-wide level
4. Coordinates and evaluates all external consultants
5. Coordinates a calendar of events for all staff development training programs
6. Supervises the design and implementation of all inservice Staff Development Programs
7. Utilizes participatory managerial techniques in providing direction and training to Staff Development Team members
8. Develops all reports in a timely and effective manner
9. Attends seminars, meetings, and training sessions which are pertinent to all aspects of staff development
10. Disseminates information relating to the Staff Development Program
11. Assists in evaluation of all Staff Development Programs
12. Works effectively and efficiently with Central Office Supervision Staff, Administrators, and total school staffs in meeting Staff Development goals and objectives
13. Coordinates building unit priorities with priorities from the Superintendent and Board

D. Project Manager for Classroom Management Program

1. Works effectively with supervisors and principals in implementing the project within participating schools
2. Directs the production of classroom management materials for use in staff development activities and classrooms on an ongoing basis at the elementary and secondary levels
3. Directs the purchasing of instructional materials to be used in the project
4. Assumes responsibility for developing and implementing preservice training activities
5. Supervises project personnel

6. Interprets project to school personnel and parents

7. Maintains all project records

8. Reports to the Assistant Superintendent of Curriculum and Instruction and maintains liaison with other administrative personnel affected by the program

9. Cooperates in the preparation of all reports required by ESAA

10. Reports program activities and progress to the Office of Desegregation Implementation on an ongoing basis

E. Staff Development Resource Team Member:

1. Assumes responsibility for designing, implementing, and coordinating staff development efforts that will assist school personnel in resolving individual school concerns

2. Assists individual school faculties conducting local needs assessment, providing inservice training, and utilizing expertise and resources needed to resolve those concerns

3. Compiles data about the school, listen for problems, cause and effect relationships, symptoms of stress, dissonance, respect, confidence, trust, and openess in schools in order to improve the problem solving capabilities of the system

4. Promotes psychological bonding in the school by involving the processes of sharing knowledge and problems, and stimulating human relationships

5. Assumes responsibility for designing, implementing, and coordinating staff development efforts that will involve all areas of the Cleveland Public School System

6. Supports building groups and serves as the primary coordinating and training agent that will involve all areas of the Cleveland Public School System

7. Interviews clients, assesses needs, and designs work sessions for Cleveland school departments and divisions requesting training in human relations, multicultural awareness, and classroom management skills

8. Assists consultants and Supervisors and Division-Heads in the design and implementation of training in multicultural awareness and human relations training

9. Participates in all inservice training designed to increase the skills of the Staff Development Team

F. Teacher:

1. Fosters educational reform and renewal efforts throughout the school system
2. Initiates multicultural and human relations experiences for staff and students
3. Participates in opportunities for personal expansion or depth development inservice programs
4. Cooperates or is involved with the programatic efforts of the school Principal-led Team or school committee
5. Works cooperatively with the staff development resource teachers in their attempts to provide support services to the total staff
6. Utilizes the services and educational materials of the Staff Development Resource Center
7. Provides evaluation input that will help make the necessary improvements in staff development programs

G. Principal-led Team/or School Committee

1. Assists in assessing the needs and concerns of building staff designing and implementing of inservice training for total staff
2. Assists in identifying and utilizing support teacher experts to provide particular departmental groups with content information and skills relating to human relations, multicultural awareness, and classroom management skills
3. Assists in coordinating particular talents of staff members within a number of buildings in an effort to address a particular paired district need

VI. MINIMUM STANDARDS

A. All staff development resource teachers will receive ongoing training in order to function as highly effective facilitators.

B. All Cleveland public school personnel will have staff development training activities and support made available to them.

C. Staff development programs will be responsive to the concerns and needs of individuals and groups throughout the school system and will be specifically designed based on assessed needs.

D. A Resource Center equipped with human relations, audio visual, and educational materials will be available to all Cleveland public school staffs.

E. All principals and staffs will be given information and assistance in the delivery system of the staff development model for Principal-led Teams or other mechanisms for effecting staff development.

F. The dictates of the Deputy Superintendent, ESAA guidelines, and Court status reports will be closely adhered to by the entire Staff Development and Classroom Management Teams.

G. Program review and evaluation will determine modification, revision, and upgrading of all program efforts.

H. The Classroom Management Program will identify and orient teachers in impacted elementary and secondary schools who have elected to participate in the program.

I. Teachers participating in the Classroom Management Program will complete a series of 10 workshops relating to a problem-solving planning model.

J. Resource teachers will provide on-site support to each participating teacher a minimum of 10 times.

IV. CRITERIA FOR EFFECTIVENESS

A. Through the use of evaluative reaction sheets, 90 per cent of participants involved in training sessions will rate sessions as being satisfactory in meeting needs/concerns and/or skill development.

B. A total of 90 per cent of the staffs involved in staff development programs at the building level will be supportive of the program efforts of the Principal-led Team or other mechanism used for staff development.

C. A total of 85 per cent staff members will identify positively with the spirit of the mission of staff development.

D. A total of 95 per cent of Cleveland public school personnel will participate in opportunities for personal expansion or skill and content areas.

E. A total of 95 per cent of Cleveland public school school teams through the support of staff development resource teachers will train their building staffs in specifically designed content areas.

F. At least 65 per cent of teachers participating in the Classroom Management Program will provide positive feedback for the Classroom Management Program.

VI. TIME FRAME

Activities	August	September	October	November	December	January	February	March	April	May	June	July
Begin initial training of newly appointed SDT Specialist*	●	—	—	—	—	—	—	—	—	—	—	→
City-wide needs assessment of elementary, junior and senior high schools		●	—	—	—	—	—	—	—	—	—	→
Principals from each of Cleveland's elementary, junior, and senior high schools will appoint five to eight member bi-racial Principal-led-Team or other mechanism		●										
SDT Specialists will assist their assigned staff development team in identifying needs and providing assistance in developing action designs & support to meet desired outcomes			●	—	—	—	—	—	—	—	—	→
SDT Specialists will assist the building level PLT in designing and implementing training to meet assessed needs			●	—	—	—	—	—	—	—	—	→
SDT Specialists will train central office staff in human relations and multicultural awareness			●	—	—	—	—	—	—	—	—	→
SDT and Supervisor Led Team will conduct in-service training in human relations, multicultural awareness, and generic process skills for all supervisors			●	—	—	—	—	—	—	—	—	→
SDT Specialists and consultants will provide training in leadership skills for principals and assistant principals			●	—	—	—	—	—	—	—	—	→

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*Staff Development Team Specialist

VI. TIME FRAME

Activities	August	September	October	November	December	January	February	March	April	May	June	July
SDT Specialists in conjunction with building level of PLT members or other mechanism will design and implement training programs which will assist school staff adjustment to a desegregated/integrated environment			●—	—	—	—	—	—	—	—	—	—→
SDT Specialists will conduct city-wide in-service training sessions for staffs in multicultural awareness, human relations and generic process skills			●—	—	—	—	—	—	—	—	—	—→

VI. TIME FRAME

Activities	September	October	November	December	January	February	March	April	May	June	July	August
Cleveland Public Schools recruits, hires, and orients staff for classroom management.	—	—	—	●								
Project Manager researches and develops proposal for Classroom Management Program in cooperation with Research and Development personnel.	—	●										
Project Manager completes pre-service training of project staff.	—	—	—	●								
Project Manager and project staff orient regular staff within impacted schools to program goals and availability of services.	—	—	—	—	●							
Teacher participants recruited, registered and selected for the program.	—	—	—	—	●							
Classroom management in-service workshops prepared and conducted with participating teachers by project staff and selected consultants.	—	—	—	—	—	—	—	—	●			
Resource teachers research a list of classroom management concerns to be included in a classroom management inventory.	—	—	—	—	—	●						

*This timeline is based upon the allocation of funds for the regular school calendar.

VI. TIME FRAME

Activities	September	October	November	December	January	February	March	April	May	June	July	August
Teacher resource center distributes materials to participating teachers.	—	—	—	—	—	—	—	—	—	●		
Classroom management inventory administered at first in-service workshop by project staff.	—	—	—	—	—	●						
Resource teachers provide on-site support services to participating teachers in the area of classroom management.	—	—	—	—	—	—	—	—	—	●		
Resource teachers collect and collate classroom management technique/activity sheets which have been completed by participating teachers for inclusion in the Classroom Management Handbook.	—	—	—	—	—	—	—	—	—	●		
Draft copy of Classroom Management Handbook planned, written, and printed.	—	—	—	—	—	—	—	—	—	●		

VII. GUIDELINES

A. Pre-Implementation Program:

1. Desegregation inservice training will be provided for: central office staff, administrators, counselors, selected building teams and staff, principal,clerks and senior clerks, custodians/laborers, junior clerks, teacher aides, media aides/technicians, matrons, and safety and security personnel.

2. Program activities will be designed and implemented by staff development resource specialists and external consultants.

3. The pre-implementation program will:

   a. Focus on the legal and moral aspects of desegregation/integration

   b. Assess the needs of individuals and groups

   c. Provide a delivery model for Staff Development services

   d. Provide awareness training in human relations and multicultural education

   e. Provide elementary, junior, and senior high staffs with explanations of their role and responsibilities in a desegregated/integrated setting

   f. Provide handouts pertinent to desegregation/integration and education

4. The pre-implementation program will be completed prior to the beginning of each semester.

B. Post-implementation Program:

1. The principal and staff will initiate the selection of key staff members at the building level.

2. Staff Development will serve as the primary training agent for selected staff members in content and skill areas of human relations and multicultural education.

3. Selected building staff members supported by Staff Development will be the primary training agents for their building level staff.

4. In planning inservice, the following will be adhered to:

   a. Those persons who will be affected by the inservice will be involved in the planning process.

   b. Needs of staff (school or system) will be obtained on a continuous basis.

   c. Priorities will be established based on the identified needs.

   d. Priorities from the Superintendent and the Board will be coordinated with building-unit priorities.

5. The staff development resource teachers will assist building staffs in identifying local needs and problems.

6. The staff development resource teachers will assist selected building staff members in prioritizing identified needs and devising specific training strategies to resolve them.

7. Inservice training will be available on a continuous basis to all Cleveland public school personnel in human relations and multicultural education.

8. Through utilization of the Staff Development Resource Center, Cleveland public school personnel will have access to audio-visual and educational materials in the affective domain.

9. An appointed evaluator from the Division of Research and Evaluation will assess the effectiveness of the Staff Development program.

C. Classroom Management Staff will:

1. Identify and orient participating teachers from impacted schools to the Classroom Management Program.

2. Establish a Classroom Management Resource Center.

3. Conduct a series of 10 workshops for participating teachers.

4. Conduct 10 on-site visitations to participating teachers.

5. Issue a Classroom Management Handbook.

SECTION R

COOPERATION WITH UNIVERSITIES, BUSINESSES AND CULTURAL INSTITUTIONS

I. GOALS

The Cleveland Public School System welcomes the opportunity to promote ongoing and new collaborative arrangements with institutions of higher education, businesses, and cultural institutions in order to provide special educational opportunities and enhance the educational programs for Cleveland students. To provide the greatest use of resources and services available to the students and staff members of the Cleveland Public School System each institution must be made aware of its interdependence upon the other through ongoing communications. The goals of this effort include:

A. Establish procedures for developing and nurturing collaborative arrangements with institutions of higher education, businesses, and cultural institutions

B. Develop ongoing communicaitons with institutions of higher education, businesses, and cultural institutions

C. Provide laboratory experiences for students preparing to meet professional requirements for state certification

D. Enlist community input and support for various advisory boards and committees

II. REQUIRED ACTIONS

A. Provide an effective relationship with other institutions in the Cleveland area by establishing in the Department of Desegregation a Liaison to universities, businesses, and cultural institutions

B. Provide budget, staff, materials, and facilities needed to implement programs

C. Develop and update semi-annually an inventory of current partnerships or other collaborative arrangements

D. Develop an inventory of school staff needs

E. Develop an inventory of resources and services available from institutions of higher education, businesses, and cultural institutions

F. Develop a plan for short and long-term partnership arrangements

G. Develop and nurture contacts with local institutions of higher education, businesses, and cultural institutions

H. Develop a system to assess and channel resources and services to appropriate parties in the Cleveland Public School System

I. Develop a policy for placing and supervising student teachers and field experience students

J. Develop a resource guide by school clusters of special services and resources available to students and their families

III. ROLES AND RESPONSIBILITIES OF AFFECTED STAFF

A. Deputy Superintendent for Desegregation:

1. Provides leadership in the development of cooperative ventures

2. Secures funding for development activities

3. Makes recommendations to the Superintendent and the Board of Education

4. Prepares status reports submitted to the Federal Court

B. Liaison:

1. Follows procedures set forth in the Remedial Order of the Federal Court and the directives of the Deputy Superintendent

2. Develops and supervises appropriate budgets to implement the program

3. Communicates effectively with principals and administrative staff to identify needed resources and services

4. Develops a procedure for communicating with institutions of higher education, businesses, and cultural institutions

5. Develops procedures for promoting new short and long term collaborative arrangements

6. Enters into agreements with institutions of higher education, businesses, and cultural institutions setting forth a mutually acceptable set of purposes and the means for achieving such purposes

C. Administrative Staff and Supervisory Staff:

1. Support the ongoing collaborative arrangements with institutions of higher education, businesses, and cultural institutions

2. Communicate special needs and services to the Liaison

3. Support new collaborative arrangements

4. Provide feedback to the Liaison on effectiveness of programs

5. Assist in review and evaluation activities

D. Principal:

1. Identifies resources and services needed to provide an effective climate for learning

2. Identifies qualified teachers to work with student teachers and other college students

3. Supports new collaborative arrangements

4. Assists in review and evaluation activities

E. Teacher :

1. Cooperates with staff members in assisting students, teachers, and other college personnel

2. Works effectively in supervising student teachers

3. Assists in review and evaluation activities

IV. CRITERIA FOR EFFECTIVENESS

A. At least 75 per cent of school administrators will report they have benefited from one or more collaborative arrangement.

B. At least 75 per cent of principals will report that their students have benefitted from collaborative arrangments.

C. At least 75 per cent of community agencies will report that effective communication exists between them and the Cleveland Public School System.

D. At least 50 per cent of student teachers who trained in the Cleveland Public Schools will sign contracts to teach in the system.

E. At least 75 per cent of advisory committee members will satisfactorily evaluate the effectiveness of their participation as advisors.

V. MINIMUM STANDARDS

A. Each Cleveland Public School will participate in at least one collaborative arrangement with institutions of higher education, businesses, and cultural institutions.

B. Each student in the Cleveland Public School System will have had his/her education enhanced by a relationship with an institution of higher education, business, or a cultural institution.

C. A communication link will be established between the Liaison and the institutions of higher education, businesses, and cultural institutions.

D. Qualified teachers will supervise student teachers and college students for field experience

E. Qualified representatives will be recruited from business and government to serve on advisory committees

VII. GUIDELINES:

A. The Cleveland Public School System will cooperate to the fullest possible extent in communicating with institutions of higher education, businesses, and cultural institutions. Contact persons will be identified from both institutions to provide up-to-date data as to the collaborative relationships, programs, progress and direction.

B. The Cleveland Public School System, recognizing its responsibility to improve the quality of teacher training and the contributions student teachers can make to the schools, encourages and authorizes the superintendent to arrange for the supervision and training of a reasonable number of such teachers in the schools each year.

The importance of the teacher training function to the future of education and the need to assure high quality performance in our schools require student teachers to be placed with experienced teachers of demonstrated competence. While no staff members will be required to supervise practice teachers, it is felt that professionally interested teachers will volunteer to do so from time to time. Teachers new to the district and those having 3 years or less of teaching experience normally will not be asked to undertake such responsibilities.

Recognizing the special skills and expertise of the teacher training institutions and their staff, the Board authorizes the superintendent to honor those reasonable regulations and training guidelines of the teacher training institution.

The teacher training institution will be expected to provide liaison personnel who will discuss with the building principal and with the teacher to whom the student is assigned the board objectives that the institution believes should be sought for the student. Such personnel are free to visit the classrooms to observe the practice teacher at work.

It is expected that the teacher training institution will arrange the schedule of the student teacher to provide sufficient time in the classroom in order that continuity of experience for the practice teacher and the students is assured.

C. Advisory committee membership will come from a cross-section of interest and qualified persons from appropriate industrial, governmental and social agencies. There will be minority representation including females and students. One of the major functions of the Advisory Committee will be to provide a two-way communication between the general public, recipients of training, prospective employers, agencies concerned with manpower needs, and the agencies administering the programs.

VI. TIME FRAME

Activities	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
Inventory of Collaborative Arrangements	—	—							—	—		
Composite of Cleveland Public School Needs			—	—	(and on-going)							
Inventory of Institutions of Higher Education, Businesses, and Cultural Organizations Resources	—	—	(and on-going)									
Student Teaching and Field Experiences (2 formats)	Fall Quarter	—	—	/ Winter Quarter	—	—	/ Spring Quarter	—	—	—		
	First Semester	—	—	—	—	/ Second Semester	—	—	—	—		
Advisory Committee Membership	—	—	—	—	—	—	—	—	—	—		